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# A Comparative Study of Leadership Characteristics of Principals in Charter Schools and Traditional Schools

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# A COMPARATIVE STUDY OF LEADERSHIP CHARACTERISTICS OF PRINCIPALS IN CHARTER SCHOOLS AND TRADITIONAL SCHOOLS

by

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## ABSTRACT

A Comparative Study of Leadership Characteristics of Principals in Charter Schools and Traditional Schools

The purpose of this study was to examine the similarities and differences in preferred leadership qualities among a random sample of principals of traditional elementary schools in California, traditional elementary schools in Alberta, Canada, and selected charter schools in the United States. The intent of the research was to identify the preferred leadership practices of each study group to determine and report significant differences and similarities. Seventy-five principals were randomly selected, 25 from each of the three study groups, to complete the survey. Forty-two principals (56%) returned surveys. Of the surveys returned, 40 were usable for the study.

The theoretical foundation for the study was provided by the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1989). The MLQ provided 10 measures to be used as independent variables. Of the 10 measures, 4 related to transformational leadership, 2 to transactional leadership, 1 related to non-leadership, and 3 related to outcome measures as a result of the leadership practice. Four primary research questions, each with a supporting null hypothesis, were tested using one-way ANOVAs resulting in 71 significant differences.

The study of the preferred leadership qualities of principals in selected American charter schools, Alberta elementary public schools, and California elementary

public schools confirmed that each group preferred transformational leadership practices over either transactional or nonleadership practices. The degree of preference for transformational leadership practices of each principal group was, however, significantly different. The research identified the perception of each of the leadership groups on their use of seven leadership factors and the degree to which three outcome factors, pertaining to leadership, contributed to their success.

The findings clearly indicated American charter school principals perceive themselves as transformational leaders significantly more than did either Alberta or California public elementary school principals at the 0.05 level of confidence. Charter school principals scored significantly higher than Alberta elementary school principals on three of the four transformational leadership factors: charisma, inspiration, and intellectual stimulation. When compared to California elementary school principals, charter school principals scored significantly higher on one of the four transformational leadership measures, charisma.

Each of the three principal groups appeared to be in a state of transition from the traditional role of instructional leader toward a new role of Chief Executive Officers of their schools. The principal group scores also indicated that today's principals preferred the collaborative transformational approach to leadership over the traditional transactional leadership style. As a result of the study, seven recommendations for future study were made. Four suggestions for practical applications of the study were also suggested.

## DEDICATION

I would like to dedicate this work to the special people in my life, four women who instilled me with confidence and encouraged me to accomplish this seemingly lofty goal — my wife Madeline, my mother Freda Mestinsek, my loving daughter Jocelyn, and my daughter-in-law Yvette. I would also like to dedicate this work to my two sons, Michael and Jason, and my grandson Caelan.

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# CHAPTER I

# THE PROBLEM

## Introduction

In March 1994, charter schools became a reality in the province of Alberta, Canada when the provincial government passed Bill 19. The charter school concept, along with other educational changes, was introduced by the government in response to educational town-hall meetings conducted throughout the province. A movement toward charter schools in the United States resulted in 250 charter schools being established by the fall of 1995 (Dale, 1995). By the end of 1997, 428 charter schools were operating in the United States (U.S. Department of Education, 1997). It may now be time to develop some understandings about the principals who are leading established charter schools in the United States and Canada. These leaders work with fellow teachers, parents, business, and government to develop schools which successfully operate outside some of the existing public school regulations in order to meet the needs of its local constituents. "More often than not, they are asked to meet these challenges with 10-20% less funding than comparable public schools receive" (Dale, 1995).

Charter school development is an attempt to free schools from the bonds of restrictive regulations which hinder creative local problem solving. An understanding of the operational and decision making structure of charter schools begins with an

understanding of the decision making style of the charter school principal. The role the principal plays in the effectiveness and educational quality of schools is paramount. The work of leadership researchers provides a basis from which to study principals in charter schools and public schools and, perhaps, will help determine the leadership processes recommended for the future. Bass (Bass & Stogdill, 1990) has connected the study of leaders with the study of history: "From its infancy, the study of history has been the study of leaders" (p. 3).

## Background of the Problem

The charter school clause, Bill 19, has mobilized the teachers' union in Alberta to campaign against the charter school movement. Some parent groups fear the introduction of charter schools is a first step in the dismantling of the public school system and its eventual replacement by private or independent schools. The development of a two-tiered educational system, parents fear, will compromise the ability of students to attend the school of their choice. Some Albertans express the concern that educational accessibility will be determined by parents' ability to pay tuition fees charged by a private school system.

In light of the controversy in Alberta and the establishment of charter schools in the United States, more information is needed to clearly understand the value of charter schools in today's educational milieu. A first step might be accomplished by looking at the principals who are leading charter schools. Little is known about the leaders of charter schools. Charter schools operate under the direction of an advisory council.

The process of hiring principals for charter schools involves recruitment and interview by that council. Prospective administrators of charter schools, as a result of the hiring process, understand that they are in a truly collaborative educational environment. They also understand they are accountable to their advisory council, their teachers, and their parents for the quality of the program offered by their leadership.

Wolk et al. (1993) report the quality of education in the United States and Canada has been under fire since the publication of *A Nation at Risk* (National Commission on Excellence in Education, 1983). Recent comparisons of student performance within the global educational community has heightened the concern of stakeholders about the quality of education in Canada and the United States. Although the 25th Gallup Poll of the public's attitudes toward their local public schools shows a rise in the percentage of stakeholders rating education with a passing grade A or B, the poll reports that "46% of public school parents gave a grade of C or less for local education" (Elam, Rose, & Gallup, 1993, p. 138). The poll also revealed 44% of public school parents gave a passing grade of C or failing grades, compared with 61% of nonpublic school parents. On the failing grade category, 11% of nonpublic school parents indicated the public school system is failing, compared to 4% of nonpublic school parents. The interesting statistic from the poll is that 69% gave a grade of C or less to the public schools of the nation, as opposed to the 44% to their own public school. The rating of nonpublic school parents moved from 61% for their local school to 75% in the ranking of the nation's public schools. Researchers are now reporting the failure of several reform efforts in education over the past 10 years.

Wolk et al. (1993) offered comments regarding the reformation of education since the publication of *A Nation at Risk*:

> But all of these efforts, however well intentioned, have scarcely touched the classroom. As a new century nears, our schools seem firmly anchored in the old. And so, as we mark the 10th anniversary of that fiery call to arms, the challenge we face and the urgency of our task is even greater. (p. xiii)

Tichy and Devanna (1990) indicated that many failures of industry were a result of impossible efforts to improve their existing practice by being more efficient or faster. The authors reported this reaction has resulted in failure in industry and will also be a failure in education. Education, they believed, must begin to implement new ways and new ideas to deliver education which will make a real difference to their clients.

The failure of educational reform generated by the publication of *A Nation at Risk* has resulted in changes to the traditional delivery of education. One such change was the introduction of the charter school movement. The charter school movement in the United States is growing at a rapid rate. From the inception of charter school legislation in Minnesota in 1987, charter schools are surfacing throughout the United States. Kolderie (1995) commented on the growth of charter schools:

> Measured by its success with legislation, by the "clearances" the laws provide from system constraints, by the number of schools created, by the innovations these schools contain and by the way its dynamics are now producing "second order effects" in the mainline system, the charter movement has some claim now to be considered one of the significant strategies for changing and improving K-12 public education. (p. 1)

In Canada, the province of Alberta passed legislation which permitted the development of charter schools in September, 1994. Charter schools were allowed to

operate more independently than traditional public schools, and they were also held more accountable to the local public they serve. The mandate for charter schools, as described by an Alberta Government bulletin, was to change the governance of schools to include parents, teachers, and local business and industry. Charter school leaders must declare their objectives and were held accountable to achieve their goals. This new form of governance called for educational leaders who could communicate with stakeholders, formulate the stakeholders' needs and desires into an achievable vision, and plot a course of action to achieve the vision. These new leaders could not employ the traditional give and take strategy of transactional leaders described by Burns (1978). The actions and qualities demonstrated by successful charter school leaders needed to be studied and recorded for future reference as Canada and the United States moved toward a grass roots education delivery model.

The charter school movement in the United States offered educational researchers an opportunity to study the qualities and leadership characteristics of these new educational leaders in their new educational environment. This environment allowed researchers to study traditional and charter school principals in very different settings. These comparisons provided baseline information regarding the similarities and differences among these leaders. Further comparisons may uncover desirable qualities of leaders in specific environments or situations which, in turn, may lead to recommendations for training future leaders to meet the needs of modern education.

The identification of desired leadership qualities provides the basis to determine the type of leadership or leadership training required by an organization. Given a

specific or desired educational environment or outcome, leaders can be developed or chosen to help transform existing educational institutions into educational communities which more successfully respond to the specific needs of their constituents.

## Statement of the Problem

Very little research has been conducted on the charter school movement. The research on charter school leaders is even more scarce. Charters issued for the development of charter schools throughout the United States and Canada provide each school with a major level of local autonomy. As charter schools attempt to bridge the gap between our present public education system and a more desirable system, knowledge of the leadership characteristics and strengths required of individual school principals becomes paramount.

## Purpose of the Study

The purpose of the study was to examine the similarities and differences in leadership qualities among a random sample of principals administering traditional elementary schools in California and Alberta and selected American charter schools in the United States. The study set out to identify and compare the responses of three distinct principal groups.

As charter schools are a relatively new educational strategy, little information exists regarding the leadership style of its principals. This study analyzed the perceived leadership style of the three principal study groups according to the transactional, transformational, and laissez-faire categories outlined in the Multifactor Leadership

Questionnaire (MLQ) (Bass & Avolio, 1989). Are there significant differences in the principals' perception of their leadership style? Do public school principals in Alberta differ from their California peers in their perception of their leadership style? Do differences exist in the leadership style employed by Alberta and California principals, compared to American charter school principals?

This study provided specific information regarding the leadership qualities of principals in selected charter and public schools. The base of knowledge uncovered by this study identified the transformational, transactional, and laissez-faire leadership qualities of the principals in each of the three study groups. The findings offered a basis from which other similar studies could compare results and generalize the findings to a larger population. The results were the basis for recommendations made by the researcher regarding further study, implications for development programs or hiring practices.

## Statement of Research Questions

The following four research questions were crafted both to guide the research and to ensure that the methodology was consistent with the purpose of the study:

1. Are there differences within the groups of charter school principals regarding the factors of leadership measured by the MLQ?

2. Are there differences within the groups of Alberta school principals regarding the factors of leadership measured by the MLQ?

3. Are there differences within the groups of California school principals regarding the factors of leadership measured by the MLQ?

4. Are there differences among the three groups of principals (charter, California, and Alberta) regarding the factors of leadership measured by the MLQ?

## Statement of Research Hypotheses

The following null hypotheses all utilize the .05 level of confidence and are based on the research questions guiding the study:

*Null Hypothesis 1:* No significant differences exist within groups of charter elementary school principals regarding the scores of the 10 leadership factors of the MLQ.

*Null Hypothesis 2:* No significant differences exist within groups of Alberta public elementary school principals regarding the scores of the 10 leadership factors of the MLQ.

*Null Hypothesis 3:* No significant differences exist within groups of California elementary public school principals regarding the scores of the 10 leadership factors of the MLQ.

*Null Hypothesis 4:* No significant differences exist among the mean scores of leadership factors of charter elementary school principals, California elementary public school principals, and Alberta elementary public school principals regarding the 10 leadership factors of the MLQ.

## Importance of the Study

Although much has been written regarding leadership qualities of school principals, little has been written about the new leadership demands dictated by the school reform movement. The implementation of charter schools in the United States and Canada is one example of changes that are affecting the way school principals must lead. It is important that educational policymakers and governments understand the successes of charter schools and the factors related to that success. It is also important to study this new educational delivery system to determine how existing leaders in public schools may emulate charter school leaders who have met with success or, conversely, learn from those leaders who have not been successful.

This study is another step in the journey to study the qualities of school principals and the styles they prefer in leading their schools into the millennium. Further study into the charter school delivery system could benefit all students, not just charter school students, by discovering new ways to involve stakeholders in the educational process and new ways to choose or train educational leaders of all schools.

One product of the research was a report on the perception of school leaders about their own qualities and performance. Bass and Avolio (1989) reported on the transferability and reliability of the self assessment component of the Multifactor Leadership Questionnaire. The results of the study herein, regarding the traditional governance of education compared with new charter school governance, will be valuable for educational policy makers for the development of future legislation. Leadership qualities identified and validated in the study, which are predictors of

success in the charter school model, might influence the development and review of programs for future leaders and/or professional development programs for existing leaders.

Future studies might replicate the process using peer and stakeholder evaluations of the educational leader in the schools. Although the comparisons have been made by the developers of the MLQ using previous studies, new input and new comparisons provide greater validation of the instrument. These new comparisons may also highlight the need for more specific identifiers of leadership qualities.

## Definitions of Terms

The following terms are referred to and used throughout this study on charter school leadership.

### Charter School (USA)

Autonomous public schools that are held accountable for results, rather than for compliance with rules and regulations. These charter schools operate under the umbrella of local school districts and are accountable to a board composed of representatives of the school's stakeholder groups. These schools receive public funds, but they operate independently from most state and local district regulations governing other public schools. They are held accountable for improving student performance and achieving the goals of their charter contracts.

**Charter School (Alberta)**

Charter schools in Alberta are public schools whose special purpose is to improve student learning through innovations in the organization and delivery of education within established guidelines. While they may have charters to provide services in areas such as serving special needs students or providing a particular curricular emphasis such as fine arts, science, or technology, the focus is on the delivery of education to achieve specific results. They have term-specific written contracts (charters) with a school jurisdiction or the province. Charter schools increase the options of students and parents in selecting schools and programs within public school systems (Alberta Education, 1994, p.10).

**Principal**

The positional leader of a school who carries the ultimate responsibility for decisions and actions of the school, sometimes referred to as the CEO (chief executive officer).

**Leadership**

The operational definition of leadership for the purpose of this study was provided by Rost (1993): "Leadership is an influence relationship among leaders and followers (collaborators) who intend real changes that reflect their mutual purposes" (p. 116).

## Definition of the Variables and Terms Used by the Multifactor Leadership Questionnaire (Bass & Avolio, 1989)

### Transformational Leadership Factors

**Charisma (Idealized Influence).** Generally defined with respect to follower reactions to the leader as well as to the leader's behavior. Followers identify with and emulate these leaders, who are trusted and seen as having an attainable mission and vision. Such leaders are thoroughly respected, have much referent power, hold high standards, and set challenging goals for their followers (p. 19).

**Inspiration.** May or may not overlap with charismatic leadership, depending on how much followers seek to identify with the leader. Provides symbols and simplified emotional appeals to increase awareness and understanding of mutually desired goals (p. 19).

**Intellectual Stimulation.** Used to encourage followers to question their old way of doing things or to break with the past. Followers are supported for questioning their own values, beliefs, and expectations, as well as those of the leader and organization. Followers are also supported for thinking on their own, addressing challenges, and considering creative ways to develop themselves (p. 19).

**Individualized Consideration.** Followers are treated differently, but equitably, on a one-to-one basis. Not only are their needs recognized and perspectives raised, but their means of more effectively addressing goals and challenges are dealt with. With

Individualized Consideration, assignments are delegated to followers to provide learning opportunities (p. 19).

**Transactional Leadership Factors**

**Contingent Reward.** Involves interaction between leader and follower that emphasizes an exchange (e.g., the leader provides appropriate rewards when followers meet agreed upon objectives). Emphasis is on facilitating the achievement of agreed-upon objectives by followers. Their needs are identified, then linked both to what the leader expects to accomplish and to rewards if objectives are met (p. 19).

**Management by Exception.** Allows the status quo to exist without being addressed. Only when things go wrong will the leader intervene to make some correction. Generally, the modes of reinforcement are correction, criticism, negative feedback, and negative contingent reinforcement, rather than the positive reinforcement used with contingent reward leadership. Punishment is also used in conjunction with Management by Exception (p. 20).

**Nonleadership Factor**

**Laissez-Faire.** Indicates the absence of leadership, the avoidance of intervention, or both. With Laissez-Faire (Avoiding) leadership, there are generally neither transactions nor agreements with followers. Decisions are often delayed; feedback, rewards, and involvement are absent; and there is no attempt to motivate followers or to recognize and satisfy their needs (p. 20).

**Outcome Factors**

**Extra Effort.** Reflects the extent to which coworkers or followers exert effort beyond the ordinary as a consequence of the leadership (p. 20).

**Effectiveness.** Reflects a leader's effectiveness as seen by both self and others in four areas: meeting the job-related needs of followers; representing followers' needs to higher level managers; contributing to organizational effectiveness; and performance by the leader work group (p. 20).

**Satisfaction.** Reflects how satisfied both leader and co-workers or followers are with the leader's style and methods, as well as how satisfied they are in general with the leader (p. 20).

## Scope and Delimitations of the Study

Identified limitations to the study considered before conclusions were stated and recommendations made were the selection of instrument, the scope of the study, and the project design.

The instrument selected for the study, the MLQ was developed to measure the leadership qualities of leaders in all aspects of business and industry. The instrument has not been widely used to assess or analyze leadership characteristics of educators.

The small target population for the study also warrants care and concern with the interpretation or extrapolation of the findings. Although the number of charter schools throughout the United States is increasing, the K-6 level requirement might

have inhibited the generalizability gained through randomization, as it greatly reduced the number of eligible charter schools. A delimitation of the study is that the random selection of participants limited generalizability to elementary school principals.

The design of the project was also a limiting factor. This project was based on a survey of 75 principals: 25 each from charter schools in the United States; traditional elementary (K-6) schools in the province of Alberta, Canada; and traditional elementary schools in California. The respondents are sharing personal perceptions of their own leadership characteristics, not the perception of their peers, superiors, or followers. There was always a danger that respondents answered according to the type of leader they would like to be. Should this have been the case, the results would not necessarily represent their actual leadership style.

This study analyzed the leadership characteristics of charter and traditional school principals within the confinements of the MLQ and its assessed leadership characteristics: Transactional, transformational, laissez-faire, and nonleadership. Readers of this study will, therefore, not find an emphasis on leadership skills with public schools, except within the confinement of the small groups of public school principals who participated in this study and who utilized the MLQ instrument for the purpose of comparison with their charter school peers.

The limited number of charter schools in the United States at the time of the study limited the sample of charter school leaders surveyed. The charter school principals' responses may differ slightly as a result of the jurisdiction under which they operate.

## Organization of the Study

Chapter I presents an overview of the research problem and related background to the issues to be investigated for this study. It presents four null hypotheses. The importance of the study was discussed to clarify the possible benefits which might accrue as a result of knowledge gained through this research. In order to further clarify the research findings, all terms used throughout this publication were identified and defined. Chapter I closes with the identification of the scope and delimitations of the study.

Chapter II introduces literature related to the study. The topics have been categorized into main sections: principals and leadership. The chapter is designed to paint a chronological picture of educational reform related to booth the principal and the development of charter schools.

Chapter III outlines the research design and methodology of the dissertation. The three study groups of principals are presented. Research design is discussed at length in order to allow for replication of the study by future researchers.

Chapter IV contains a report on the findings of the study. Each principal group is analyzed individually on the 10 leadership factors. The chapter also contains an across groups analysis on each of the 10 multifactor leadership characteristics. All analyses reported use source tables, descriptive tables, and contrast tables in combination with researcher comments. The chapter concludes with charts and discussion on a trend analysis emerging from the findings.

Chapter V presents a summary and discussion of the findings centered on each of the four hypotheses. Each hypothesis is discussed under each of the 10 leadership factors. In each case, significant findings are reported and discussed. The chapter concludes with the researcher's recommendations for future studies.

# CHAPTER II

# REVIEW OF THE LITERATURE

## Introduction

The chapter reviews the literature regarding school principals in both their traditional and modern day roles. The review also dedicates a large portion of the text to leadership theory and theorists. Leadership theory, in general, and the role of the principal, especially the charter school principal, are closely related issues. Change in how we view our leaders and organizational change have a direct influence on the leadership skills and characteristics of our school principals. The review of the literature in this chapter outlines the history leading to the development of the charter school movement and the corresponding development of leadership qualities of school leaders. The chapter also discusses in great detail two leadership styles: transformational and transactional. A thorough review of the three school movements — school choice, private schools, and charter schools — culminates this literature review.

The principal is viewed as the key agent for change within the school. In their quest to make schools higher quality and more economically accountable, governments are introducing legislation and reforms which are forcing major changes in our schools. Oliva and Jesse (1993) support the position regarding government initiated change. They identify the principal as the key change agent within the school, "Schools have

been inundated with a series of national and provincial reports outling the reforms that must occur during this decade. In a sense, these reports have set the stage for educational change" (p. i). It seems evident to the authors that one should describe in detail the nature of Alberta principals who will be implementing the changes and reforms. Schwahn and Spady (1998) also report that one of the key reasons for the failure of educational change is the principal's inability to model the seriousness of the proposed change.

Charter schools are run more business-like than traditional schools. They are organized in a manner which requires the principal to report to a board of directors. This business format for charter schools is supported by the response of one of the respondents to the study who indicated he did not answer the questionnaire because he was the Chief Executive Officer of the school and not the school principal. Public schools are also affected by new legislation and educational reform with the movement toward site-based management.

A study of leadership history reveals the slow, steady movement from the great man concept of early leadership scholars to transformational leadership advocated for today's schools and school systems. Although the establishment of charter schools is a recent event, the history of their development can be traced through the private school movement and school choice. The discussion begins with an in-depth review of the literature on leadership. The leadership review is further discussed from an historical perspective.

## Principals as Leaders

> Wanted: A miracle worker who can do more with less, pacify rival groups, endure chronic second-guessing, tolerate low levels of support, process large volumes of paper, and work double shifts (75 nights out of a year). He or she will have carte-blanche to innovate, but cannot spend much money, replace any personnel, or upset any constituency. (Evans, cited in Fullan, 1998, p. 9)

Fullan (1998) introduced his article about the new role of the school principal with the above quote. This facetious ad epitomizes the changing view of the school principal's role as a result of reform movements and legislation over the past two to three decades. Principals are now expected to provide both instructional leadership and managerial expertise in their schools. When one examines the factors leading to the present perception of school principals, one sees the transition from the traditional educational viewpoint to the modern business viewpoint.

Lunenburg (1995) described leadership as the process of influencing individuals or groups to achieve goals. According to Lunenburg, the definition has three key elements:

> First, leaders are able to exert influence. The ability to influence may be granted by those who are led, by contract, or by law. Second, leadership always involves other people. Just as there are leaders, there must also be followers. Finally, the outcome of leadership is some form of goal attainment. This suggests that the leader's attempts to influence are directional, aimed at some level of achievement. (p. 78)

The difference between leadership and management helps focus on the changing role of the principalship. Lunenburg (1995) states, "Managers are often impersonal about goals and leaders get emotionally involved in their goals" (p. 79). Lunenburg goes on to clarify the differences between a manager and a leader:

> Managers tend to be rational decision makers and limit choices in solving problems. Leaders, on the other hand, inspire creativity and develop new approaches to problem solving. They tend to be charismatic, entrepreneurial, and visionary. They inspire their followers to raise their hopes and aspirations beyond expectations. (p. 78)

## Traditional Role of Principals

In his book *The Principalship: A Reflective Practice Perspective,* Sergiovanni (1991) discusses the movement from traditional management theory in schools to a new management theory. He outlines how conditions have changed from a traditional linear to a new nonlinear environment. Nonlinear environments will be discussed later in this chapter.

Under linear conditions, simplicity, order, and predictability are present. Examples of administrative tasks that typically fit linear conditions include the routing of bus schedules, purchasing books, planning conference times, and other events and activities in which human interactions are simple, incidental, or more nonexistent.

Leithwood (1992) summarizes the move from the traditional view of the principal as an instructional leader to the view of the principal as a transformational leader. Instructional leadership described a principal who operated in a Type A organizational structure. Type A organizations were typically organizations which centralized control and maintained distinct differences between the managers and the workers. They relied on top-down decision making processes which embodied the power to control the selection of new employees, the allocation of resources, and the focus for professional development.

The Alberta Schools Trustees Association (1981) published a position paper on the role of the principal. In its recommendations, the Association proposed that a principal's role be limited to the primary functions of instructional supervisor, curriculum supervisor, program and personnel evaluator, professional development, and public relations facilitator. They further recommended that all of the managerial and discipline duties be assigned to the associate principal.

Holdaway (1988) reported on the most commonly selected levels of involvement of principals in tasks and responsibilities from his research. Principals rated their task and responsibility involvement as either high, moderate, or low. The actual tasks which received a high rating provide us with a clear picture of school principals' actions in 1988. According to principals in Alberta in 1998, their highest rated activity was the development of school community relations. The remaining activities which received a high rating were, in order: development and evaluation of teachers, supervision of student behavior, development of school budget, management of school finances, and hiring of teachers. The tasks and responsibilities which received a low rating were: management of instructional resources, development of system-wide policies, maintenance of student records, and development of curricula/programs.

Although the role of the principal continues to be subject to continuous change, some traditional roles remain relevant. The challenge for principals is to maintain a balance between the proven traditional roles and the emerging new roles in order to meet the diverse needs of today's educational stakeholders.

## Modern Role of Principal

Sergiovanni (1991) describes the characteristics of the nonlinear circumstances which describe today's educational environment: dynamic environments, loose management connections, tight cultural connections, multiple and competing goals, unstructured tasks, competing solutions, difficult to measure outcomes, unsure operating procedures, indeterminate consequences of action, and unclear and competing lines of authority. He goes on to describe these characteristics within the school context:

> The vast majority of human interactions that take place in schools can be described as nonlinear. In nonlinear situations, every decision that is made in response to conditions at the base (time 1) time changes these conditions in such a way that successive decisions also made at time 1 no longer fit. It is difficult, therefore, for a principal to plan a series of steps, commit to a set of stepwise procedures, or otherwise make progressive management and leadership decisions based on the initial assumptions. When the context changes, the original sequence no longer makes sense. One cannot predict the conditions of time 2 until they are experienced. (p. 88)

Sergiovanni (1996) provided a list of recommended tasks for principals of modern schools:

> Purposing — bringing together shared visions into a covenant that speaks compellingly to principals, teachers, parents and students with a mutual voice.
> Maintaining harmony — building a consensual understanding of school purposes, of how the school should function, and of the moral connections between roles and responsibilities while respecting individual conscience and individual style differences.
> Institutionalizing values — translating the school's convenant into a workable set of procedures and structures that facilitates the accomplishment of school purposes, and that provides norm systems for directing and guiding behavior.
> Motivating — providing for the basic psychological needs of members on the one hand, and for the basic cultural needs of members to experience sensible and meaningful school lives on the other.
> Managing — ensuring the necessary day to day support (planning, organizing, agenda setting, mobilizing resources, providing procedures, record keeping, and so on) that keeps the school running effectively and efficiently.

> Explaining — giving reasons for asking members to do certain things, and giving explanations that link what members are doing to the larger picture.
> Enabling — removing obstacles that prevent members from meeting their commitments on one hand, and providing resources that support to help members to meet the commitments on the other.
> Modeling — accepting responsibility as head follower of the school's covenant by modeling purposes and values in thought, word and action.
> Supervising — providing the necessary oversight to ensure the school is meeting its commitments, and when it is not, to find out why, and help everyone to do something about it. (pp. 88-89)

Lunenburg (1995) reports on his adaptation of the National Association of Secondary School Principals' (NASSP) 12 skill dimensions. The skills are separated into four main categories: administrative skills, interpersonal skills, communication, and other dimensions.

There are four principal skills listed under administration skills: problem analysis, judgement, organizational ability, and decisiveness. Problem analysis relates to the principal's ability to seek out and analyze relevant data in order to implement a problem solving action. Another factor in problem analysis is the principal's ability to search for information with a purpose. The second administrative skill, judgement, refers to the principal's ability to make decisions. It is expected that the principal will make high quality decisions based on the information available. The principal is also expected to demonstrate skill identifying educational needs and setting priorities. Within the judgement category, principals will demonstrate skill in their ability to critically evaluate written communications. Organizational ability is the third category listed under administrative skills. Principals must be able to plan, schedule, and control the work of others to be competent in this area. They must demonstrate skill in using resources, have the ability to deal with paperwork, and exercise effective time

management. The final category under adminstrative skills, according to the NASSP, is decisiveness. Decisiveness refers to the principal's ability to recognize when a decision is necessary and to act quickly to ensure the decision is made.

Interpersonal skills are divided into three subskills: leadership, sensitivity, and stress tolerance. Leadership is described as the principals' ability to get others involved in solving problems, their ability to recognize when a group needs direction, and to effectively get involved with others to accomplish a task. According to the NASSP, the principal demonstrates sensitivity by perceiving the needs, concerns, and personal problems of others. Other sensitivity abilities involve conflict resolution, tact, dealing with the emotional needs of others, and knowing what and when to communicate.

The remaining categories outlined by the NASSP are communication and other dimensions. The two abilities listed under communication skills are oral and written communication. Other dimensions refer to three areas according to the NASSP: range of interests, personal motivation, and educational values. The ability to discuss a variety of subjects, coupled with a desire to participate in events, is listed as a skill required by principals according to the NASSP. Personal motivation is described as the ability to achieve all activities attempted, evidence that work produces personal satisfaction, and the ability to be self-policing. The final ability listed in the NASSP assessor's manual is the possession of a well-reasoned educational philosophy and receptiveness to new ideas and change.

Fullan (1998) provides the latest views on the role of the principal:

> The job of the principal or any educational leader has become increasingly complex and constrained. Principals find themselves locked in with less and

> less room to manuever. They have become more and more dependent on context. At the very time proactive leadership is essential, principals are in the least favorable position to provide it. They need a new mindset and guidelines for action to break through the bonds of dependancy that have entrapped those who want to make a difference in their schools. (p. 9)

Fullan introduces readers to four novel ideas for principals to achieve success in today's educational milieu: "(a) Respect those you want to silence; (b) move toward the danger in forming new alliances; (c) manage emotionally as well as rationally; (d) fight for lost causes" (p. 9).

In turbulent times, according to Fullan (1998), the key task of leadership is to create opportunities for learning from dissonance. Principals are making a mistake if they surround themselves with like-minded peers, because it creates a chasm between the principal's group and the rest of the staff. By respecting those you want to silence, Fullan feels you create a team which clearly understand the problem that will translate into more effective collaborative problem solving.

The school is no longer an entity unto itself. The external environment of modern schools is influencing their inner workings. The penetration of the school boundaries by the reform movement is a "good and necessary development" (Fullan, 1998, p. 9). Strong school community relationships must be nurtured for principals and teachers to take advantage of new opportunities. Fullan states, "Instead of withdrawing and putting up barricades, they must move toward the danger" (p. 9). Fullan ends his call for his expanded leadership with these words: "In all cases, the new leadership requires principals to take their school's accountability to the public. Successful schools are not only collaborative internally, but they also have the

confidence, capacity, and political wisdom to reach out, constantly forming new allies" (p. 9).

Fullan (1998) warns of the dangers to the principals' emotional health when they move toward the danger. He believes that staff and principals will not be in a position to attend to the inevitable disagreements without being emotionally healthy. Fullan explains:

> Managing emotionally means putting a high priority on reculturing, not merely restructuring. Restructuring refers to changes in the formal structure of schooling in terms of organization, timetable, roles, and the like. Restructuring bears no direct relationship to improvements in teaching and learning. Reculturing, by contrast, involves changing the norms, values, incentives, skills, and relationships in the organization to foster a different way of working together. Reculturing makes a difference in teaching and learning. (p. 9)

Fullan (1998) goes on to describe the principal who manages emotionally as well as rationally as one who has a strong task focus and who expects anxiety to be endemic in school reform. Collaborative cultures not only create environments that promote support, but they also elevate expectations.

The last of four keys offered by Fullan (1998) to break the bonds of dependency within school leadership is to fight for lost causes. He paraphrases fighting for lost causes as being hopeful when it counts. Hope according to Fullan is "unwarranted optimism" (p. 9). Principals who have and demonstrate hope are much more likely to handle the stress of their new role in a healthy fashion. Fullan believes, "Leaders with hope are less likely to panic when faced with immediate and pressing problems" (p. 9). Fullan provides readers with his rationale for advocating the fight for lost causes:

> It is especially important that leaders have and display hope, that they show they are prepared to fight for lost causes, because they set the tone for so many

> others. Teachers are desperate for lifelines of hope. They understand that hope is not a promise, but they need to be reminded that they are connected to a larger purpose and to others who are struggling to make progress. Articulating and discussing hope when the going gets rough re-energizes teachers, reduces stress, and can point to new directions. Principals will be much more effective (and healthier) if they develop and pursue high hopes as they reculture their schools and their relationships to the outside. (p. 9)

The review of the preceding authors was provided to set the stage for this research study. The intent is to provide the reader with a flavor for the abilities and characteristics demanded of the school principal, both traditionally and today. The literature review also provided a picture of how the principal's role has changed concurrently with the changes in organization structure over time. The charter school movement presents researchers with a group of leaders who are functioning in a restructured school organization.

## Leadership

The search for an operational definition of leadership has led this researcher to the conclusions reached by Bass and Stogdill (1990), "There are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (p. 10). Bass and Stogdill separated their discussion of leadership into 11 discussion headings: leadership as a focus of group processes, leadership as personality and its effects, leadership as an art of inducing compliance, leadership as an exercise of influence, leadership as an act of behavior, leadership as a form of persuasion, leadership as a power relation, leadership as an instrument of goal achievement, leadership as an emerging effect of interaction, leadership as a differentiated role, and leadership as the initiation of structure. The authors concluded their leadership discussion with

another heading; leadership as a combination of elements. Their exhaustive discussion resulted in an operational definition of leadership repeated throughout their handbook, "Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perception and expectations of the members" (p. 19).

Burns (1978) outlined his thoughts on the failure of leadership studies to that time:

> One of the most serious failures in the study of leadership has been the bifurcation between the literature on leadership and the literature on followership. The former deals with the heroic or demonic figures in history, usually through the medium of biography and with the inarticulate major premise that fame is equated with importance. The latter deals with the audiences, the masses, the voters, the people, usually through the medium of studies of mass opinion or of elections; it is premised on the conviction that in the long run, at least, leaders act as agents of their followers. (p. 3)

He went on to comment on the need for the two literatures on leadership to be brought together by conceptually uniting leader and follower. Burns (1978) stated, "that the study of leadership be lifted out of the anecdotal and the eulogistic and placed squarely in the structure and processes of human development and political action" (p. 3). Burns offered his definition of leadership: "Leadership is leaders inducing followers to act for certain goals that represent the values and motivations — the wants and needs, the aspirations and expectations — of both leaders and followers" (p. 19).

Schlechty (1990) discussed leaders and leadership in his book *Schools for the Twenty-First Century,* but offered little in an attempt to determine an operational definition of leadership: "The question of leadership is, at least in part, a question of whether those who have the ability to influence others are willing to use their capacities

and whether the organization encourages them" (p. xix). He did, however, offer three metaphors of leadership which are directly related to his pre-Civil War, post-Civil War and early twentieth century periods of school development. The principal of the pre-Civil War "tribal center" school was described by Schlecty as a "chief priest" (p. 23). He went on to describe the post-Civil War "school as a factory" principal as a "manager of the industrial center" (p. 23). The early twentieth century "school as a hospital" principals are ambiguously described as "chiefs of staff" or as "functionaries who manage the necessary bureaucracy" (p. 26).

Although Wheatley (1992) did not present a clear definition of leadership, she offered some thought provoking comments regarding leadership and relations:

> Leadership, an amorphous phenomenon that has intrigued us since people began studying organizations, is being examined now for its relational aspects. More and more studies focus on followership, empowerment, and leader accessibility. And ethical and moral questions are no longer fuzzy religious concepts but key elements in our relationships with staff, suppliers, and stakeholders. If the physics of our universe is revealing the primacy of relationships, is it any wonder that we are beginning to reconfigure our ideas about management in relational terms. (p. 12)

Rost (1993) provided us with an historical look at leadership and offered a postmodern definition: "Leadership is an influence relationship among leaders and followers (collaborators) who intend real changes that reflect their mutual purposes" (p. 116). His work identified distinct leadership theories from as early as 1900 up to 1989. Rost reported the definitions during the period from 1900 to 1929 emphasized "control and centralization of power" (p. 47). He went on to describe the move away from control and domination in the leadership definitions of the 1930 to 1940 decade. Terminology such as group trait theory, mutual stimulation, and common course began

to appear in the new definitions. Rost offered Tead's definition as an example of the thinking of the 1930 decade: "Leadership is the activity of influencing people to cooperation toward some goal which they come to find desirable" (p. 48). The concept of a group approach to leadership developed in 1940 following the Second World War. Rost quoted the Ohio State Leadership Studies Program's operational definition of leadership: "Leadership may be said to be the behavior of an individual while he is involved in directing group activities" (p. 50). The leadership scholars introduced the concept of leadership being a relationship within groups toward a common goal in theories written from 1950 to 1960. Rost also reported the introduction of a third theme in the literature which "emphasized effectiveness" (p. 52). Rost summarized the leadership thinking of the 1960 decade:

> In fact, except for several high powered leadership scholars who were on a different track, the scholars of the 1960s showed remarkable unanimity in understanding leadership. The bulk of those who were willing to put their ideas of leadership on paper to construct a definition of leadership rallied around the idea of leadership as behavior that influences people toward shared goals. (p. 57)

Rost's (1993) own evaluation of the leadership studies of the 1970s was captured by his following statement: "Thus the 1970s started with the blahs in leadership and ended with a serious challenge to the mainstream views on leadership" (p. 65). The 1980 leadership studies, according to Rost, "saw leadership recast as great man and women with certain preferred traits influencing followers to do what leaders wish in order to achieve group/organizational goals that reflect excellence defined as some kind of higher-level effectiveness" (p. 97). He also commented on the appearance of

transformational leadership in the 1980s: "Transformational leadership has been redesigned to make it amenable to the industrial paradigm and all that it represents" (p. 97). Rost ended his discussion on leadership definitions and leadership history with these words:

> What we have at the beginning of the 1990s is clearly old wine in new bottles; great man/women, trait, group, organizational, and management theories of leadership that look new because they bespeak excellence, charisma, culture, quality, vision, values, peak performance, and even empowerment. It's a snow job, not a new paradigm. (p. 97)

Leithwood, Begley, and Cousins (1994), like Rost, emphasized the need for more research and a better understanding of the qualities of effective school leadership:

> Available research on patterns or styles of practice supports the claim that school-leaders carry out the job in distinctly different ways. Most of these differences are well represented by four focuses: a student achievement focus, a program focus, and interpersonal focus, and a focus on routine maintenance activities. Furthermore, these focuses appear to constitute levels of effectiveness in which the main concerns defining lower levels (e.g., a focus on routine maintenance) are incorporated into, and subsumed by, the concerns defining higher levels (e.g., a student achievement focus). Additional empirical tests of the claim that the four patterns of practice represent a hierarchy of effectiveness are needed, as is a more detailed description of how school-leaders come to adopt certain patterns of practice. (pp. 21-22)

Leithwood et al. (1994) elaborated on the need for school administrators to "focus their attention on facilitative power to make second-order changes in their schools" (p. 9). They posited that transformational leadership provides such a focus in the school setting. Leithwood et al. provide strong support for the study of school leaders to develop leaders for the future:

> First, typical current school-leadership practices are woefully inadequate, given the present expectations anticipated for schools of the future. . . . Second, practices currently viewed as effective have much to offer leaders of futures schools. But the sources of such practices are not well understood. . . . Finally,

> knowledge about school leadership at present reveals little or nothing about those transformational aspects of the role, identified as so important for leaders of future schools. While this may be due to inadequacies in the research base, there is little doubt, as well, that transformational leadership is poorly understood and rarely practiced. Developing the individual and organizational capacity for exercising transformational leadership is one of the most significant challenges in developing leaders for future schools. (pp. 27-28)

The leadership roles played by school principals has also undergone many changes since the educational reform movement initiated by the publication of *A Nation at Risk*. Research Connections (1996) offers their view on the changes to the principals' role:

> During the middle decades of the twentieth century, attraction to the "cult of efficiency" led school administration away from a central concern with teaching and learning. "Management," not "learning," was the byword of this era. Today the pendulum has reversed; substantive educational issues and pedagogy are coming again to be seen as central to effective school leadership. Like the participants in the forums, those who study and write about leadership for the twenty-first century characterize effective school leaders as those who are visionary and skillful learners, strong and competent partners in sustaining reform. (p. 1)

## Leadership History

Bryman (1992) outlined three main approaches to the study of leadership prior to the 1980s: the trait approach, the style approach, and the contingency approach. The trait approach was credited with the position that leadership ability is innate. This approach, popular up to the late 1940s, negated the concept that leaders could be trained. The trait approach embraced the hypothesis that leaders are born, not made. Chelmers (1984) explained that early research was based on the premise that leaders were different from those who remained followers. He went on to describe early research objectives which strive to identify the unique differences between leaders and

followers. Stodgill (1948) reported from his review of over 120 trait studies that the results were inconclusive, and traits alone did not identify leadership.

The style approach to leadership studies introduced the understanding of leadership style as a behavior. Specifically, the connection of leadership effectiveness was directly related to leader behavior. This period witnessed a move from the "leaders are born" philosophy to a philosophy that effective leaders could be chosen based on their demonstrated behavior or abilities. Chelmers (1984) discussed the classic study conducted by Kurt Lewin and associates (cited in Chelmers) in which graduate research assistants were trained in behaviors indicative of three leadership styles. It is from this study that we begin to see some of the descriptors associated with the MLQ. Lewin and his associates centered their training on autocratic, democratic and laissez-faire leadership styles. Chelmers stated: "The importance of this study was not so much in its results but in its definition of leadership in terms of behavior style. Also, the emphasis on autocratic, directive styles versus democratic and participative styles had a profound impact on later research and theory" (p. 94).

Stogdill and Coons' (cited in Bass & Stogdill, 1990) development of the Leadership Behavior Description Questionnaire had a major impact on leadership studies. Two main leadership clusters were identified from their study of military and industrial leaders. The first factor included items related to characteristics described by the authors as Consideration behaviors. Consideration behaviors referred to behaviors which related to interpersonal warmth and participative two-way communication. The

second cluster of behavior, Initiation of Structure items, stressed directiveness, goal facilitation, and task-related feedback.

The contingency approach, prevalent from the 1960s to the 1980s, introduced the dependency of leadership effectiveness on the situation in which the leadership was practiced. Chelmers (1984) credited Fiedler's (1964) work which introduced the measure of esteem for the least preferred co-worker as the cornerstone of the contingency leadership model. The description of leaders as task motivated or relationship motivated emerged from Fiedler's LPC scale. Fiedler later concluded from 15 years of research that leadership style alone did not determine the effectiveness of the leader. He posited the relationship between leadership style and the situation in which the style was practiced as the determiner of effectiveness. He went on to introduce three components to determine leader effectiveness: leader-member relations, task structure, and position power. Vroom and Yetton (1973) also contributed to the research on the relationship between leadership style and group performance and morale. Of the many styles forwarded by Vroom and Yetton, three descriptors warrant mentioning in relation to this study. Autocratic styles are used by leaders who make decisions without consultation with subordinates. The consultative style refers to decisions made by the leader after consultation with subordinates. Finally, the group style is an approach where the leader works with a group of subordinates among whom the responsibility for decisions is shared.

Bryman (1992) elaborated on the approach to the study of leadership since the early 1980s. This leadership approach introduced the concept of vision into the

leadership terminology. Within this approach came the surfacing of new leadership adjectives such as instrumental leadership, supportive leadership, participative leadership, and achievement oriented leadership (p. 12). Recent adjectives and theories presented in leadership study include moral leadership (Sergiovanni, 1992b), charismatic leadership (Conger, 1989), stewardship (Block, 1993), and leadership diversity (Morrison, 1992).

Burns' (1978) work has been credited as a major breakthrough on leadership by many of the authors reviewed by this researcher. The foundation of the survey instrument used for this project uses transactional and transformational leadership terms introduced by Burns. Tichy and Devanna (1990) further expanded Burns' concept of transformational leadership in respect to studies of business: "Transformational leaders provide people with support by helping replace past glories with future opportunities. This will only happen if they are abie to acknowledge individual resistance that is derived from a sense of loss in the transition" (p. 33). The authors go on to differentiate between a transformational leader and an entrepreneurial leader using a metaphor they call "The Strategic Rope": "While the entrepreneurial founder of an organization weaves the rope from scratch, the transformational leader must unravel the old rope and reweave it" (p. 50).

The discussion of entrepreneurial leadership leads to the concept of charisma and charismatic leadership introduced by Max Weber (1864-1920) and reported by Bryman (1992). Conger (1989) posits two catalysts for the rise of the largely ignored concept of charisma in leadership: the tremendous change in the competitive

environment of North America, and the appearance of corporate turnaround artist Lee Iacocca of Chrysler and entrepreneurs like Steven Jobs of Apple Computer.

The term and concept of Sergiovanni's (1992b) moral leadership initially appeared in Burns' (1978) work. The basis for the moral leadership concept is explained best by Sergiovanni's comments regarding the role of sacred authority in leadership: "From the sacred authority come such values as purposing, or building a covenant of shared values, one that bonds people in a common cause and transforms a school from an organization into a community" (p. 15).

In his works on moral leadership, Sergiovanni (1992b) also introduced the concept of servant leadership and its relationship to legitimacy in the leadership process:

> Servant leadership is more easily provided if the leader understands that serving others is more important but that the most important thing is to serve the values and ideas that help shape the school as a convenantal community. In this sense, all of the members of a community share the burden of servant leadership. (p. 125)

Sergiovanni (1992b) also introduced the concept of stewardship in the leadership process: "The 'leader of leaders' and servant leadership styles bring stewardship responsibilities to the heart of the administrator's role" (p. 139). He proceeded to describe the concept of Stewardship:

> Stewardship also involves the leader's personal responsibility to manage his or her life and affairs with proper regard for the rights of other people and for the common welfare. Finally, stewardship involves placing oneself in service to ideas and ideals and to others who are committed to their fulfillment. (p. 139)

Block (1993) presented the concept of stewardship as a replacement for concept of leadership, which he feels belongs in the background:

> Stewardship is the set of principles and practices which have the potential to make dramatic changes in our governance system. It is concerned with creating a way of governing ourselves that creates a strong sense of ownership and responsibility for outcomes at the bottom of the organization. It means giving control to customers and creating self-reliance on the part of all who are touched by the institution. The answer to economic problems is not more money; it is to focus on quality, service, and participation first. (p. 5)

In his book describing schools for the 21st century, self-admittedly based more on experience than research, Schlechty (1990) supported the move toward leadership which has the courage, knowledge, and imagination to redefine the future of education. He spoke of leaders who will work hard and take major risks to implement strategies and invent recipes to satisfy local tastes. Schlechty did not agree with the argument that the move to an information-based service-oriented society will result in a lesser role for manufacturing. He felt the role of manufacturing will shift from machines and muscle to an emphasis on the management and use of knowledge. In his closing remarks, Schlechty emphasized the point that leadership and followership cannot be separated, "every leader a teacher and every teacher a leader" (p. 154).

## Transformational Leadership

James MacGregor Burns (1978) first developed the idea of transformational leadership based on his work studying political leaders, army officers, and business executives. Bernard Bass, along with other researchers, later expanded Burns' concept of transformational leadership with similar studies. Although leadership studies in school settings are limited, Hoover, Petrosko, and Schultz (1991), as well as Leithwood and Jantzi (1991), suggest evidence shows there are similarities in transformational leadership in both school and business settings.

"The issue is more than simply who makes the decisions," says Richard Sagor (1992):

> Rather it is finding a way to be successful in collaboratively defining the essential purpose of teaching and learning and then empowering the entire school community to become energized and focused. In schools where such a focus has been achieved, we found that teaching and learning became transformative for everyone. (p. 13)

Leithwood (1992) reported that transformational leaders pursue three fundamental goals. The first goal of the transformational leader is helping staff develop and maintain a collaborative, professional school culture. Liontos (1992) suggested this means creating an environment which fosters a high level of staff interaction, collective responsibility, continuous improvement to improve one another's teaching. Lointos concluded, "transformational leaders involve staff in collaborative goal setting, reduce teacher isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and actively communicate the school's norms and beliefs" (p. 3).

The second goal of transformational leaders offered by Leithwood (1992) was fostering teacher development. Teacher motivation for development was enhanced, according to Leithwood, when they internalize goals for professional growth. This process is facilitated when teachers are strongly committed to a school mission. Leithwood warned that the role staff play in nonroutine school improvement activities are dependent on the leader setting goals which are explicit and ambitious but not unrealistic.

Leithwood's (1992) third goal of transformational leaders was helping teachers solve problems more effectively. Teachers in a transformational culture are stimulated to engage in new activities and put forth that "extra effort," which is why transformational leadership is valued, concludes Leithwood.

The result of transformational leadership is uniformly positive according to Leithwood (1992):

> What evidence is there that transformational leadership makes a difference? The evidence is both substantial and positive in non educational organizations, but only a handful of studies in educational settings, in addition to our own, have been reported (Murray and Feitler 1989, Roueche, Baker, and Rose 1989, Roberts 1985, Kirby, King, and Paradise 1991, Hoover et al. 1991). One of our studies, a case analysis in 12 schools (Leithwood and Jantzi 1991), paralleled the findings of Deal and Peterson (1990), in demonstrating a sizable influence of transformational practices on teacher collaboration. A second study in 47 schools (Leithwood et al. 1991) demonstrated highly significant relationships between aspects of transformational leadership and teachers' own reports of changes in both attitudes toward school improvement and altered instructional behavior. This study, furthermore, reported little relationship between transactional (control oriented) forms of leadership and teacher change — a finding also reported by Blase (1990). In sum, we regard the evidence regarding the effects of transformational educational leadership to be quite limited but uniformly positive; clearly giving more attention to such leadership in the future is warranted. (pp. 11-12)

"Instructional leadership encompasses hierarchies and top-down leadership where the leader is supposed to know the best form of instruction and closely monitors teachers' and students' work" (Liontos, 1992, p. 2). Poplin (1992) suggested the problem arising from top-down administration is the fundamental belief that all great administrators are excellent teaching practitioners and that excellent teaching practitioners are excellent administrators. She also suggested the over-emphasis placed on student growth at the expense of teacher growth creates further problems.

## Transactional Leadership

Hollander (1978) was the first to use the term "transactional leadership." Transactional leadership, according to Hollander, was a social exchange in which the leader and the follower give something and get something in return. Hoover et al. (1991) further elaborated on Hollander's transactional leadership: "Transactional leadership has its basis in reinforcement theory, i.e., both parties agree to what is to be done in order to receive reward or to avoid punishment" (pp. 2-3).

Transactional leaders work both with individual followers and with groups, setting up agreements or contracts to achieve specific work objectives by defining what needs to be accomplished, finding out what the followers are capable of doing, and specifying compensation and rewards that can be expected upon successful completion of the tasks.

Liontos (1992) reported transactional leadership as a form of "bartering" where the teachers exchange services for rewards controlled by the leader. Some researchers suggest transactional and transformational leadership complement one another (Liontos, 1992). Sergiovanni (1990) saw transactional leadership as the first stage of accomplishing the day-to-day tasks of teaching. Leithwood (1992) claimed transactional leadership in any situation does not stimulate improvement. Mitchell and Tucker (1992), however, felt that transactional leadership works only when the leaders and followers are in agreement about which tasks are important.

Burns (1978) spoke of many forms of transactional leadership. In the section of his book dedicated to this topic, he introduced the following transactional forms:

opinion leadership, group leadership, party leadership, legislative leadership, and executive leadership.

Opinion leadership, in Burns' (1978) view, spoke to the relationship between the leader and the follower:

> This theory, as it applies to the role of the public opinion in that relationship, conceives of leader and follower as exchanging gratifications in a political marketplace. They are bargainers seeking to maximize their political and psychic profits. . . . Transactional theory, as I define it, must lead to short lived relationships because sellers and buyers cannot repeat the identical exchange; both must move on to new types and levels of gratification. (p. 258)

Burns went on to describe the intangible form of the exchange between leader and followers in the opinion leadership process:

> The relationships are often likely to be "psychic," however: leader communicates with follower in a manner designed to elicit followers response; follower responds in a manner likely to produce further leader initiatives; leader appeals to presumed follower motivations; follower responds; leader arouses further expectations and closes in on the transaction itself, and so the exchange process continues. (p. 258)

## Schools of Choice

The movement toward school choice was fostered by a growing uneasiness and lack of confidence in the public school system which was formalized by the publication of *A Nation at Risk* in 1983. A look at the development of the concept of schooling in America accounts for the confusion and conflicting opinions which have led to the educational reform of the 1990s.

Schlecty (1990) outlined three distinct periods in the development of schooling in America. He separated the conceptualization into a pre-Civil War period, post-Civil War period, and the late nineteenth early twentieth century period.

The pre-Civil War period was described as the time when the purpose of schooling was solely to promote the republican/Protestant morality and the development of skills necessary to fulfill one's civic duties. Schlecty (1990) used the term "common school" to describe this period and offered his opinion regarding its contribution to today's thinking on educational reform:

> The common school has disappeared from America except in a few isolated areas. Teachers and principals, superintendents and boards of education, no longer occupy the same position they once held in the life of a typical American community. Yet there is a residue of sentiment shaped by myth, folklore, and oral tradition which suggests that if only America's schools could return to those days of yesteryear when teachers were dedicated and well educated and every parent supported the school, all would be well in America's schoolhouses. (p. 21)

The post-Civil War period witnessed a new emerging view of the purpose of schooling in America. "The purpose of schooling was thought to be to Americanize the immigrant child and to select, sort, and standardize students according to their ability to fit into the urban factory system" (Schlecty, 1990, p. 17). Schlecty outlined the characteristics of the factory schools of this period:

> Schools designed to select and sort begin from the assumption that standards must be established and then maintained. And it must be one standard for all, else standardization is impossible, or so some think. Thus a new concept was introduced to American education: the concept of school failure. The concept of failure was rendered operational in schools by a number of novel devices — for example, the graded school system and the graded reader. These devices alone were powerful tools for the introduction of failure into America's schools. By introducing the notion of school grades (first grade, second grade, and so on), it was almost assured that some would not "make the grade." Indeed, educators who insisted that children should not fail were viewed as "soft" and were seen as the culprits who caused the supposed erosion of standards in America's schools. "How," it was asked, "could schools have standards if no one failed." (p. 22)

The late nineteenth century and early twentieth century period was one which Schlecty (1990) termed "the school as a hospital." These schools were to serve as instruments for social reform purposes and political, economic and cultural ends. "By the early twentieth century, and perhaps the even more so by the 1930s, many thought that the 'real' purpose of schooling was to serve as an engine of social reform — a means by which the injustices inherent in an urban industrial society might be redressed" (p. 18). Schlecty further commented on his view of schools as hospitals:

> A third vision of the school, the school as hospital, grows out of the perception that the legitimate purpose of schools is to redress the pain and suffering imposed on our children by the urban industrial society. In this view, injustice and inequity in society place some children at a disadvantage or risk. It is the school's obligation to ensure that these children receive an even break in life. And education is the great equalizer. (p. 25)

In summarizing his thoughts on schooling in America, Schlecty indicated school choice as a policy initiative which attempted to solve the problem.

The educational reform movement in the 1980s was described by Futrell (1989) using four distinct events or waves. She posited the first wave as a top-down reaction from politicians determined to change education to serve the national interest. Futrell stated, "Thus was the first wave of educational reform born. And thus did this first wave of reform emanate not from the schoolhouse, but from the statehouse" (p. 11). The nature of the first wave of reform was typified by the battle cry of state legislators, "More!" The change advocates called for more tests, more credits to graduate, more hours in the school day, more days in the school year. According to Futrell, more than 700 statutes stipulating what should be taught were enacted between 1983 and 1985.

Futrell's (1989) second wave of educational reform was a reaction to the top-down legislation and regulations of the first wave. She outlined the stimulus for the second wave, "This second wave sprang from the realization that, if education were to serve as an instrument for social and economic revitalization, the instrument ought to be wielded by educators, not legislators" (p. 11). The second wave changed its focus from the top-down regulators to the local school level. The laying on of regulations during the first wave of reform, according to the new thinking, had produced a web of inefficiency by taking away the decision making powers from the principals and teachers. Futrell outlined the essence of the second wave of reform:

> The second wave called for reform efforts that brought together teachers, principals, superintendents, school boards, parents, and business and community leaders in collaborative efforts to renew and improve their schools. The local school was seen as the focus on reform initiatives that would be tailored to local needs. (p. 12)

The third wave of educational reform discussed by Futrell (1989) arose from the incompatibility of the first two waves. "Specifically, the first wave's emphasis on education as a utilitarian rather than an intrinsic value endured. Most reforms, even those that were truly innovative and locally based, continued to claim the national interest as their justification" (p. 12).

During the third wave, the U.S. economy became the focus of reform. Education needed to address the need for America to reassert the nation's economic preeminence. The role of education was to produce graduates who could staff industry and business to ensure this reassertion. Thus, reform returned to a top-down approach, with the economy taking the role as change agent, and not the politicians.

The fourth wave of reform presented by Futrell (1989) was inspired by more futuristic thinking than the first three:

> As the intellectually demanding and precariously balanced world of the 21st century comes into view, it seems clear that the mission of education must not be to train people to serve the purposes of others, but to develop their capacity to question the purposes of others. We must bolster students' will to seek wisdom. We must enable them to think creatively about complex issues, to act responsibly, and — when necessary — to act selflessly. We must convince them that the gross national product is not a measure of worth as a people. (p. 12)

Futrell (1989) continued to summarize the characteristics of fourth wave reform. "Fourth wave reform is predicated on the assumption that schools must offer both excellence and equity. It envisions schools that will enable every student, regardless of race, sex or socioeconomic status, to reach his or her full potential" (p. 14).

The earliest evidence of choice working came from New York's East Harlem school district. In 1974, the school district gave parents the right to choose among diverse programs created by teachers. The resulting competition increased educational quality: graduation rates moved from less than 50% to more than 90%; the district, which ranked last of New York City's 32 districts, climbed to 16th in basic skills testing; and community morale soared as the choice program brought parents and teachers together to work on behalf of their children (Allen, 1994).

## Private Schools

The history of educational reform has led us from the common school to the schools of choice movement of the 1990s. The journey does not end, however, with the choice movement. Randall (1992) spoke of the next steps, "School choice, proponents say, applies marketplace realities to public education. What are the next

steps in the same direction? Two radical ideas are already emerging: teachers in private practice and charter schools" (p. 35).

Private schools have been in existence in Canada and the United States since the inception of each of the countries. Private schools were only accessible to the privileged and elite of society. It is safe to say that private schools were the forerunners to the many different schools operating today within and outside the sphere of public education. Magnet schools, schools of choice, home schooling, voucher systems, and charter schools allow most parents access to the type and quality of education they believe their children deserve.

With the proposed radical changes in educational funding come the new entrepreneurs who claim they will improve education and also profit from their efforts. Two strong movements toward the education for profit movement are the Edison Project and Education Alternatives Incorporated. "Whittle Illustrates" (1994) described the goal of the Edison Project: "Whittle's ultimate goal is the Edison Project, a chain of publicly funded, privatized schools. The idea is to create 'efficient schools' driven by technology and the marketplace, owned by a for-profit company 'with a public agenda'" (p. 12).

Education Alternatives Incorporated has progressed further than the Edison Project with its agenda to offer for-profit education to the American public. In 1990, EAI entered into a $1.2 million 5-year contract with Dade County, Florida to run the entire educational program of one of its new elementary schools. In 1992, EAI secured a $133 million contract to run eight inner city elementary and one middle school in

Baltimore, Maryland. "Whittle Illustrates" (1994) went on to describe the Education Alternatives Incorporated structure: "EAI is a publicly traded company whose technical suppliers are owned by Simon and Schuster, the world's largest educational suppliers, owned by Paramount, which is owned by Viacom, the world's largest publishing and telecommunications firm" (p. 12).

## Charter Schools

Brandt (1994) commented on the alternatives for schooling in America: "The newest alternative, and one that may in the long run have the greatest impact on the structure and functioning of public school systems, is charter schools, now an option in 11 states and sure to become available in others" (p. 3).

The nature, design, and operation of charter schools are vastly different throughout the participating states. The proposed format for charter schools in Alberta is unique to that province and also unique to Canada. Charter schools should not be classified according to recent movements such as magnet schools, voucher schools, or private schools. Charter schools are complex schools which are designed with the specific needs of a community or group in mind. They are as different as the neighborhoods in which they operate, but they all share a common goal: to meet the unique needs of their students.

The roots of the charter school concept were planted in 1987 with the implementation of Grant Maintained schools in England (Parker, 1993). The charter school concept in the United States, which also has roots in the school choice movement, is similar to the movements in England and New Zealand. Parker (1993) reported that in

1992, California became the second state (after Minnesota) to pass legislation allowing for the creation of charter schools within the public school system. Six other states have since passed charter school laws: Colorado, Connecticut, Georgia, Massachusetts, New Mexico, and Wisconsin. Puerto Rico also passed a charter school law in the summer of 1993. Olsen (1994) reported that it was estimated by the National Conference of State Legislatures that at least 14 more states will consider charter school legislation in the near future, including Arizona, Illinois, Texas, and Washington State.

Charter school development throughout the participating states varies significantly. For example, the 22 charter applications being considered in Massachusetts and the 20 charter schools which will begin operation in Colorado are newly created schools. In California, by contrast, almost all of the proposals come from existing public schools; and most of them are elementary schools. Of the 15 charter school applications accepted by Massachusetts, 3 include the Edison project as a partner. Six of the 8 charter schools operating in Minnesota are schools for at risk children (Walsh, 1994).

There are a number of motivations underlying the development of charter schools. The first motivator is the desire of charter school proponents to move finances closer to the school sites. This motive is supported by respondents to the 25th Gallup Poll indicating funding was the major problem in schools (Elam et al., 1993). This is the first time since 1971 that funding was cited as the biggest problem in education on the Gallup Poll survey. The poll also uncovered the second motive for the charter school movement, school choice. The Gallup Poll reports that two-thirds of Americans

support choice in the public schools. Coupled with this support for choice is a strong message from respondents (74%) who oppose public funds being used to support children in private schools. Charter schools in the United States, and the recent format for charter schools in Alberta, seem to be designed to move governance and funding closer to the schools and the classrooms.

As of the fall of 1995, charter schools were opening throughout the United States and Canada at an accelerated rate. Kolderie (1995) stated that 250 charters have now been issued in the United States alone. He qualified this figure with a caution: "Nobody regularly keeps a count of schools. To get a total you pretty much have to call around to the states with laws" (p. 2). Two states, Arizona and Massachusetts, opened schools in the fall of 1995. Michigan added another 30 schools to its total. Legislation and laws are being considered or enacted in 33 states. Kolderie further commented:

> Measured by its success with legislation, by the "clearances" the laws provide from system constraints, by the number of schools created, by the innovations these schools contain and by the way its dynamics are now producing "second order effects" in the mainline system, the charter movement has some claim now to be considered one of the significant strategies for changing and improving K-12 public education. (p. 1)

Kolderie (1995) believed the charter school movement to be confounding because of its simple beginnings and strong growth. The movement is growing without any prominent leaders, without large foundation grants, and without the support of major educational or business groups. He continues his views on the charter school movement as one in which change came from the outside, as opposed to the traditional notion that change must begin inside the system through management and political will.

According to Kolderie, the central idea behind the charter school movement is that districts must withdraw from the notion that they have exclusivity to offer public education.

The charter school movement began in Canada with the announcement from Alberta's Minister of Education on June 27, 1995, "I am extremely pleased to approve Alberta's first charter school. Charter schools such as this one will provide the base for new initiatives in improving student learning" (Johnson, 1995, p. 1). The school the Minister was referencing is a proposal submitted by the Elk Island Education for the Gifted Society. The school will offer a program for 75 to 200 students in grades K to 12 in which they will work at their own pace and do individual project work. All applications for charter schools in Alberta must be submitted through the applicants' local school district.

Following the announcement of the first charter school in June, the Minister announced the approval of two additional charter schools in July, 1995. A school operated by the Boyle Street Community Services Coop in Edmonton to meet the needs of disadvantaged students aged 12-19 years who have been unable to succeed in the mainstream educational system was approved through a charter with the Minister of Education. Another school, targeting gifted children from grades 1 to 3 will be operated by the Action for Bright Children group in Calgary through a charter with the Calgary Public School Board.

Two additional schools were added to the charter schools roster in October, 1995. In Edmonton, a K-6 school designed to integrate basic education with a music

curriculum centered on the Suzuki methodology was approved. The Suzuki school was approved through a charter with the Minister of Education. A second school, focusing on academic excellence for students in grades 1-9 in Medicine Hat was approved through a charter with the Medicine Hat School District.

## Summary

The review of the literature on prinicipal leadership established a base from which this research project emanates. Comments by scholars regarding their views on leadership qualities, leadership history, transformational and transactional leadership provided Bass and Avolio (1989) with the basis for the development of the MLQ. The discussion of schools of choice and private schools uncovers the rationale behind the development of charter schools. The blending of leadership literature and school reform literature provided a basis for studying leadership characteristics of leaders of each of the three study groups: elementary charter schools, California public elementary schools, and Alberta public elementary schools.

Block's (1993) account of economics being the catalyst for recent change in organizational structure starting in business, next in social service industries, and now in education, is cited as the one of the reasons for developing a charter school. The economic reasoning behind charter schools is to move the money closer to the source, the school. The governance reasoning behind the charter school movement is to place the decision making process at the local community level and in the hands of local educational stakeholders. The move to local governance of educational dollars parallels the change in leadership literature to a more participatory collaborative group process.

The utilization of leadership skills and traits with assessment center technology, while expensive, has proven to be very effective. This study could add to the body of knowledge used by such centers to further identify and train future educational leaders.

Chapter III contains the methods and procedures guiding this study. The principal study groups are identified and discussed. An account of each of the four hypotheses guiding this study are presented, and a detailed description of the research design are also included.

# CHAPTER III

# RESEARCH DESIGN, METHODOLOGY, AND PROCEDURES

## Introduction

The purpose of the study was to examine the similarities and differences in leadership qualities among a random sample of principals administering traditional elementary schools in California and Alberta and selected American charter schools in the United States. The four research questions that guided this study were:

1. Are there differences within the groups of charter school principals regarding the factors of leadership measured by the MLQ?

2. Are there differences within the groups of Alberta school principals regarding the factors of leadership measured by the MLQ?

3. Are there differences within the groups of California school principals regarding the factors of leadership measured by the MLQ?

4. Are there differences among the three groups of principals (charter, California, and Alberta) regarding the factors of leadership measured by the MLQ?

Each research question was accompanied by a research hypothesis (see the following discussion of research design for hypotheses). The research design, methodology, and procedures outlined in this chapter were designed both to answer the

research questions, via testing the research hypotheses, and to allow for replication by future researchers. The chapter explains the subject identification process, the questionnaire for respondents, the instrument design, and the manner in which the survey was conducted. The chapter also discusses the collection and analysis of data, methodological assumptions, limitations, and procedures pertinent to this study.

## Research Design

The research design utilized in this study is referred to as causal-comparative research which, according to Ary, Jacobs, and Razavieh (1990) is "ex post facto" in nature. The data were collected after the event under consideration had taken place. All the principals were in place and exercising leadership within their schools. Ex post facto research differs from true experimental research designs in that there are no control or experimental groups with which to manipulate independent variables. According to Issac and Michael (1971), causal-comparative research methods are useful when: (a) control over the independent variable is not possible; (b) control over independent variables was impractical or unrealistic, and (c) the method could yield useful information about the nature of the phenomena under investigation. The authors also identified several weaknesses of casual-comparative research: (a) the primary weakness is the lack of control over the variables under investigation; (b) no one factor may be the true causative agent in a particular situation. Several factors may impact on any one outcome; (c) comparative studies are sometimes difficult because often there is no control over subject selection into various treatments or categories. In the case of this study, however, subjects were categorized according to their positions in each of the

three targeted school settings. The research design and methodology was designed to test the four null-hypotheses established to answer the study's research question. The four null-hypotheses, using the .05 level of confidence, are as follows:

*Null-Hypothesis 1:* No significant differences exist within groups of charter elementary school principals on the scores of the 10 factors of the MLQ.

*Null-Hypothesis 2:* No significant differences exist within groups of Alberta public elementary school principals on the scores of the 10 factors of the MLQ.

*Null-Hypothesis 3:* No significant differences exist within groups of California elementary public school principals on the scores of the 10 factors of the MLQ.

*Null-Hypothesis 4:* No significant differences exist among the mean scores of leadership factors of charter elementary school principals, California elementary public school principals, and Alberta elementary public school principals on the 10 leadership factors of the MLQ.

## Selection of Population

The sample population of subjects for the research study were elementary public school principals in California and Alberta and elementary charter school principals in the United States. Table 1 contains a more detailed description of the three study groups.

Table 1

Principal Study Groups

| Group A | Group B | Control Group C |
|---|---|---|
| The group was selected from principals of existing elementary charter schools in the United States. | The group was selected from principals of elementary schools in Alberta. They are similar to Control Group C in that they are all principals of elementary schools. They are different from Group A in that they are not principals of charter schools. | The group was selected from principals of elementary schools in California. They are similar to Group B in that they are principals of elementary schools. They are different from Group A in that they are not principals of charter schools. |
| The principals of the charter schools may have titles other than principal. | All of the subjects from Group B will have the title or position of principal. | All of the subjects from Group C will have the title or position of principal. |
| All subjects will receive the Multifaceted Leadership Questionnaire. | All subjects will receive the Multifaceted Leadership Questionnaire. | All subjects will receive the Multifaceted Leadership Questionnaire. |

Twenty-five charter school principals were randomly selected from the existing charter schools in operation throughout the United States as of May, 1994 from a report entitled *Charter Schools: New Model for Pubic Schools Provides Opportunities and Challenges* (U.S. General Accounting Office, 1995). Twenty-five California principals were chosen randomly from a list of over 8,000 elementary schools published in the *1994 California Public School Directory* (California Department of Education, 1994) which met the criteria for the study. The schools which were eliminated from the randomization process did not encompass the study's grade 1 to 6 requirement or were not in operation in May, 1994. Twenty-five Alberta elementary school principals were randomly chosen from a list of public and Catholic schools operating in Alberta during

the 1994-1995 school year. In Alberta, Catholic schools are funded according to the criteria of public schools and are viewed to be under the umbrella of Alberta public schools. Schools qualified for the study if they were teaching grades 1 to 6 in Alberta. A total of 1,045 schools were identified using this filter. Using a table of random numbers, 25 school principals were selected to be respondents to the leadership questionnaire. During this process, three schools were eliminated from the initial screen. Two of the schools eliminated were colony schools operating in Alberta on Hutterite colonies. These colony schools are similar to the traditional one-room school and are operated by one individual who serves as both the teacher and the principal. The third school which was not accepted for the study was a Home Education school which is also operated by one educator working with various families. Table 2 shows the demographic data of each principal group.

Principals in the selected schools were asked to respond with their perceptions of themselves in the workplace in relation to the questions from the MLQ. The research conducted by Bernard Bass on successful leaders suggests that those leaders having the greatest influence on followers possess transformational qualities; they are inspirational, intellectually stimulating, challenging, and visionary.

## Instrumentation

The search for a proven instrument for the study of the three aforementioned principal groups led the researcher to many leadership sources. Many of the instruments reviewed did not supply the researcher with adequate empirical details on reliability statistics. Other instruments did not satisfy the requirement to allow

Table 2

Demographic Data of Each Principal Group

| Principal group | Educational training | Average age | Leadership training | Years of experience | Admin. experience |
|---|---|---|---|---|---|
| Alberta principals | 6 Masters<br>6 Bachelors | 41.8 years | 2.3 weeks | 21.3 | 10.3 years |
| California principals | 10 Masters<br>2 Bachelors | 48.3 years | 8.2 weeks | 19.8 | 5.7 years |
| Charter principals | 2 Doctorates<br>10 Masters<br>2 Bachelors | 45.8 years | 6.5 weeks | 14.5 | 4.5 years |

respondents to provide feedback in an efficient and unobtrusive manner. Six leadership questionnaires were considered to gather data from the principal study groups. Sashkin's (1988) *The Visionary Leader: Leader Behavior Questionnaire* measured 10 scales with five items within each scale. It is an instrument designed to help participants learn about their performances as leaders. Middle-to-upper level managers are the target audience for this instrument. The scale items in this instrument did not measure leadership characteristics to the degree desired by the researchers. Similar deficiencies existed in the second instrument considered for the study, the *Management Skills Profile* distributed by Personnel Decisions, Inc. (1982). This instrument, designed for middle level managers, measures leadership behavior, as opposed to the identification of leadership characteristics and style.

The *Campbell Leadership Index* authored by Campbell (1990) from the Center for Creative Leadership is an instrument designed to give participants feedback on their leadership characteristics. The instrument was not selected because it requires responses from both leaders and followers. Blanchard Training and Development, Inc. (Blanchard, Hambleton, Zigarmi, & Forsyth, 1991) produced the *Leader Behavior Analysis II* instrument designed to measure leaders' perception of their leadership style and their ability to use more than one style. Although this instrument closely aligned with leadership style, it was not chosen as the study instrument. Wilson and O'Hare's (1989) *Survey of Leadership Practices* is another instrument designed to provide the leader feedback based on the response of peers and followers. Of all the instruments considered for the study, the Multifactor Leadership Questionnaire was selected.

The MLQ asks for an individual to evaluate the frequency or degree to which specific leadership behaviors are displayed. The survey was designed for anyone in a leadership position. The survey is written at a grade nine reading level and does not discriminate against the age of the respondent. The MLQ instrument was chosen on the basis of its systematic development and well-defined measures. Reliability and validity data are reported well and satisfy the levels required by this researcher for this study.

The content of the survey is in written format; respondents are asked to read statements and evaluate how frequently, or to what degree, they believe they engage in the same types of leadership behavior toward the people they supervise or their colleagues. A 5-point rating scale for rating the frequency of observed leader behaviors is used. A limitation in the Statistical Analysis program computer required the Likert scale used for analysis to range from 1 to 5, although the survey instrument ranges from 0 to 4. As these data are interval in nature, contamination of the results was not a concern. In this study, the participants were limited to school principals completing the self-evaluation portion of the MLQ leadership questionnaire. Reliability of the instrument is adequately demonstrated in the manual. Alpha reliability coefficients were used with both the Rater ($r$ = .77 to .95) and the Self Rater Forms ($r$ = .60 to .92). Test-retest over a 6-month period was used on both forms using data from 193 followers and 33 leaders from a Fortune 500 firm ($r$ = .52 to .85 on Rater; $r$ = .44 to .74 on Self Rater). The test authors felt the reliability scores were likely to be conservative since the group had received some training between assessments. Intercorrelations of the

MLQ scores were also provided using the Pearson Product Moment correlations. The data were scored by computer allowing for presumption of scorer reliability.

## Survey Methodology

The research methodology involved a one-time administration of the MLQ. The instruments were mailed to the randomly selected subjects with a letter of invitation (see Appendix A) to participate in the research project, and a stamped return addressed envelope. Of the 75 instruments (see Appendix B) mailed, 42 were returned. Two of the instruments were returned incomplete and were not used. The return rate was calculated to be 56%. The data were entered into the StatView SE statistical software program and analyzed using Analysis of Variance on the three study groups and the 10 MLQ leadership factors reported in the MLQ manual.

## Statistical Analysis of Data

The data entered into the Statview SE software program were analyzed to produce descriptive statistical summaries on the three categorical variables and the 10 dependent variables used in the study. A confidence level of .05 was used in all tests for statistical significance. Confidence levels of .05 and .01 are commonly used in social science research. As the focus of the research study is on the perceived leadership styles of three distinct principal groups, an alpha of .05 was determined to be liberal enough to warrant consideration of results that may be important, and conservative enough to eliminate factors that were not creating a significant impact.

Analyses of Variance (ANOVAs) were used to test for statistically significant differences between perceived leadership practices of the categorical groupings of principals on the 10 dependent variables of the MLQ. Analyses of Variance were also conducted to analyze any significance within each of three principal groups.

Scheffe post-hoc comparisons were used to identify the specific group or groups within each categorical variable that were significantly different from the others in the statistically significant ANOVA findings. The Scheffe post-hoc technique was chosen as it is the most conservative post-hoc technique of the other post-hoc methods available through the Statview SE computer program. The researcher concluded statistical significant comparisons were a result of meaningful differences in perceptions between the study groups, and that the differences were not a result of chance occurrences.

## Methodological Assumptions

A number of methodological assumptions were made during the research.

1. The researcher assumed that all respondents to the survey questionnaire would answer to the best of their ability, with integrity, and without bias, resulting in a true indication of their perceived alignment with the leadership variables identified in the study.

2. The researcher assumed that all the subjects would view the study as meaningful and worthwhile, resulting in enthusiasm and honesty which translates into rich data to conduct the study.

3. The researcher assumes the MLQ is a valid and reliable instrument to measure the preferred leadership style of school principals.

4. The researcher assumed the target population size and the percentage of responses were representative of the three study groups.

## Limitations

Although caution is recommended by some researchers who question the quantification of leadership qualities into an empirical format as outlined by the MLQ, Starratt (1993) commented, "Bass, however, does us a fine service by providing empirical grounding for concepts which earlier researchers claimed were too fuzzy for quantification" (p. 10). Starratt went on to acknowledge the contribution of Bass to the empirical credibility of the terms used to describe charisma, transformational, and inspirational. The research is limited to describing the self-evaluation of subjects on their leadership style. The research only reports on the results of randomly selected elementary school principals and cannot be transferred to secondary school principals.

## Procedures

The procedures followed by the researcher conducting the project were:

1. Twenty-five elementary principals from charter schools in the United States were randomly selected from a 1994 report entitled *Charter Schools: A New Model for Public Education* (U.S. General Accounting Office, 1995).

2. Twenty-five elementary principals from California Schools were randomly selected from the *1994 California Public School Directory* (California Department of Education, 1994).

3. Twenty-five elementary principals from the province of Alberta were randomly selected from the 1994-1995 list of public and Catholic elementary schools operating in Alberta.

4. Each selected participant's questionnaire and cover letter was sent to the subject's school address.

5. Each identified subject was asked to complete a self-rater form of the MLQ.

6. Each questionnaire was coded and sent to the subject with a self-addressed, stamped return envelope.

7. Returned questionnaires were recorded according to code and response to each question on Statview, a statistical computer software package.

8. Using the responses identified with each of the 10 leadership factors, individual responses were entered into the data base.

9. Analysis of the data was conducted by comparing the responses on each of the 10 factors on the MLQ using Analysis of Variance techniques to determine significant differences between groups according to Hypothesis 4.

10. Analysis of data was conducted by comparing the responses of each principal group on the 10 factors of the MLQ to determine significant differences within groups according to Hypotheses 1, 2, and 3.

## Summary

The methods and procedures for the study were outlined in Chapter 3. The chapter included information on subject selection, research design, data collection and analysis, instrumentation, limitations, and assumptions. Chapter 4 contains the results

and findings of the study. The results are presented according to leadership factors, principal groups, and Null-Hypotheses. Chapter 4 concludes with a summary containing a trend analysis as well as a charted summary of leadership styles and factors.

# CHAPTER IV

## RESULTS AND FINDINGS

This chapter describes the responses of the experimental and the two control groups to the questions contained in the self-rater form of the MLQ. The analysis of the results is presented with tables and descriptions, commencing with each group's response to each of the 10 leadership factors. The second section of the analysis reports on the responses according to the study groups. The final analysis of the responses is designed to report on each of the four null hypotheses. The chapter concludes with a trend analysis and summary charts.

Of the 75 surveys sent out, 42 subjects responded, which represents a 56% return rate. One of the respondents did not answer the questionnaire because he stated his role was that of a facilitator for their site-based management team, and not one of a principal. A second principal returned the questionnaire unfinished. The remaining 40 surveys were composed of 12 Alberta principals, 12 California public principals, and 16 charter school principals.

The survey results were analyzed using Statview, a statistical analysis software program for the MacIntosh computer. The researcher conducted an ANOVA analysis of the results by comparing three independent variables: charter school principals,

Alberta public school principals, and California public school principals with 10 dependent variables identified by the MLQ. The confidence level $\alpha = 0.05$ was set to determine significance for the purpose of this study. The results of the ANOVA analysis are reported on each of the 10 dependent variables.

## Analysis of Data by Leadership Factor

### Transformational Leadership Factors

**Charisma.** The dependent variable, Charisma, relates to the principal's perception of his or her success in being trusted by their followers. Charismatic leaders also have an attainable mission and vision, are trusted, have referent power, hold high standards, and set challenging goals for their followers. Charisma is one of the four transformational leadership factors being used in this study.

The Analysis of Variance found a significant difference, $F(2,39) = 10.287$, $p = .0003$, among principals' perception of the transformational leadership factor, Charisma, depending on the type of principalship: charter, Alberta public, or California public (Table 3). This significance led to a further group-by-group analysis to determine specific group significance.

**Post hoc analysis.** Table 4 indicates that the mean scores of charter school principals differ by a margin of 0.4 or greater from the mean scores of both Alberta and California public school principals.

Table 3

Principals' Perceptions of Their Use of Transformational Leadership Factor: Charisma

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 2.636 | 1.318 | 10.287 |
| Within groups | 37 | 4.741 | .128 | $p = .0003$ |
| Total | 39 | 7.378 | | |

Note. Model II estimate of between component variance = .09.

Table 4

Mean Scores of Principal Groups on the Transformational Leadership Factor: Charisma

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 4.022 | .310 | .089 |
| California | 12 | 3.917 | .420 | .121 |
| Charter | 16 | 4.487 | .341 | .085 |

Table 5 indicated a significant difference in the perceptions of Charter school principals on their use of the transformational leadership factor, Charisma, from both California and Alberta public school principals on the Scheffe test.

Table 5

Between Groups Scores on the Transformational Leadership Factor: Charisma

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | .106 | .261 |
| Alberta vs. charter | -.465 | 5.775* |
| California vs. charter | -.570 | 8.697* |

*Significant at 95%.

**Inspiration.** The dependent variable, Inspiration, relates to the principal's perception of his or her ability to provide followers with symbols and simplified emotional appeals to increase awareness and understanding of mutually desired goals. Inspiration is one of the four transformational leadership factors used in this study.

The Analysis of Variance indicated a significant difference existed, $F(2,39) = 6.464$, $p = .0039$, among principals' perception of the transformational leadership factor, Inspiration, depending on the type of principalship: charter, Alberta public, or California public (Table 6). This significance resulted in a more detailed analysis of the results regarding the independent variable, Inspiration, being undertaken.

Table 6

Principals' Perceptions of Their Use of Transformational Leadership Factor: Inspiration

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 2.599 | 1.300 | 6.464 |
| Within groups | 37 | 7.440 | .201 | $p = .0039$ |
| Total | 39 | 10.039 | | |

Note. Model II estimate of between component variance = .083.

**Post hoc analysis.** Table 7 indicates the mean scores of charter school principals differed by a margin of 0.3 or greater from the mean scores of both Alberta and California public school principals.

Table 7

Mean Scores of Principal Groups on the Transformational Leadership Factor: Inspiration

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 3.952 | .582 | .168 |
| California | 12 | 4.190 | .500 | .144 |
| Charter | 16 | 4.557 | .253 | .063 |

Table 8 indicated a significant difference existed in the perception of charter school principals and Alberta public school principals on the transformational leadership factor, Inspiration, on the Scheffe test.

Table 8

Between Groups Scores on the Transformational Leadership Factor: Inspiration

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.238 | .846 |
| Alberta vs. charter | -.604 | 6.224* |
| California vs. charter | -.366 | 2.285 |

*Significant at 95%.

**Intellectual Stimulation.** The dependent variable, Intellectual Stimulation, relates to the principal's perception on how much his or her followers are encouraged to question the old way of doing things or to break with the past. This variable also determines the support provided by the principal for followers to question their own values, beliefs, and expectations. Finally, this variable indicates the perception of the principals regarding the support provided followers to think on their own, address challenges, and consider creative ways to develop themselves. Intellectual Stimulation is one of four transformational leadership factors used in this study.

The Analysis of Variance indicated a significant difference existed, $F(2,39) = 5.722$, $p = .0068$, among charter, Alberta public, or California public principals' perception of their use of the transformational leadership factor, Intellectual Stimulation (Table 9). This significant finding resulted in a post hoc evaluation on this variable being undertaken.

Table 9

Principals' Perceptions of Their Use of Transformational Leadership Factor: Intellectual Stimulation

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 4.808 | 2.404 | 5.722 |
| Within groups | 37 | 15.544 | .42 | $p = .0068$ |
| Total | 39 | 20.351 | | |

Note. Model II estimate of between component variance = .15.

**Post hoc analysis.** Table 10 indicates that the mean scores of charter school principals differed by a margin of 0.5 or greater from the mean scores of both Alberta and California public school principals.

Table 10

Mean Scores of Principal Groups on the Transformational Leadership Factor: Intellectual Stimulation

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 3.533 | 1.007 | .291 |
| California | 12 | 3.850 | .542 | .156 |
| Charter | 16 | 4.354 | .279 | .070 |

Table 11 indicates a significant difference existed in the perception of charter school principals and Alberta public school principals on the transformational leadership factor, Intellectual Stimulation, according to the Scheffe test.

Table 11

Between Groups Scores on the Transformational Leadership Factor: Intellectual Stimulation

| Comparison | Mean diff. | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.317 | .716 |
| Alberta vs. charter | -.820 | 5.491* |
| California vs. charter | -.504 | 2.07 |

*Significant at 95%.

**Individualized Consideration.** This variable indicates the principals' perceptions of their treatment of the followers on an individual basis. This treatment involves the principal's ability to recognize follower's needs, raising follower's perspectives, and provide learning opportunities for followers through delegation. Individual Consideration is one of four transformational leadership factors being used in this study.

The Analysis of Variance found no significant difference, $F(2,39) = .23$, $p = .7596$, among principals' perception regarding the transformational leadership factor, Individualized Consideration (Table 12). Although significance is not evident on this variable, a post hoc analysis was conducted to determine where the responsdents rated themselves on this factor.

**Post hoc analysis.** Table 13 indicates that the mean scores of respondents in each leadership group differed by a margin of less than 0.2. All principal groups indicated they engage in the transformational leadership factor "fairly often." The implication of this response will be discussed further in Chapter 5.

Table 12

Principals' Perceptions of Their Use of Transformational Leadership Factor: Individualized Consideration

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | .074 | .037 | .23 |
| Within groups | 37 | 5.975 | .161 | $p = .7956$ |
| Total | 39 | 6.049 | | |

Note. Model II estimate of between component variance = .009.

Table 13

Mean Scores of Principal Groups on the Transformational Leadership Factor: Individualized Consideration

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 4.176 | .519 | .150 |
| California | 12 | 4.267 | .334 | .096 |
| Charter | 16 | 4.272 | .345 | .086 |

There were no significant differences in Table 14 regarding the perception of principals on the transformational leadership factor, Individualized Consideration.

Table 14

Between Groups Scores on the Transformational Leadership Factor: Individualized Consideration

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.091 | .153 |
| Alberta vs. charter | -.091 | .197 |
| California vs. charter | -.006 | .001 |

**Transactional Leadership Factors**

**Contingent Reward.** The variable, Contingent Reward, relates to the perception of respondents on their use of rewards to facilitate achievement of goals or accomplishments by their followers. Contingent Reward is one of two transactional leadership factors being used in this study.

The Analysis of Variance found a significant difference existed, $F(2,39) = 4.812$, $p = .0139$ among charter, Alberta public, or California public principals' perception of their use of the transactional leadership factor, Contingent Reward (Table 15). The significant finding resulted in a post hoc evaluation on this variable being undertaken.

Table 15

Principals' Perceptions of Their Use of the Transactional Leadership Factor: Contingent Reward

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 2.218 | 1.109 | 4.812 |
| Within groups | 37 | 8.525 | .23 | $p = 0.139$ |
| Total | 39 | 10.743 | | |

Note. Model II estimate of between component variance = .067.

**Post hoc analysis.** Table 16 indicates that the mean scores of charter and California school principals differed by a margin of 0.5 or greater from the mean scores of Alberta public school principals indicating, the need for more detailed investigation.

Table 16

Mean Scores of Principal Groups on the Transactional Leadership Factor: Contingent Reward

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 3.122 | .421 | .122 |
| California | 12 | 3.667 | .496 | .143 |
| Charter | 16 | 3.608 | .508 | .127 |

In Table 17, a significant difference is shown in the perception of Alberta school principals on the transactional leadership factor, Contingent Reward, and California public and charter school principals.

Table 17

Between Groups Scores on the Transactional Leadership Factor: Contingent Reward

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.544 | 3.859* |
| Alberta vs. charter | -.486 | 3.516* |
| California vs. charter | .058 | .051 |

*Significant at 95%.

**Management by Exception.** The variable, Management by Exception, identifies the perception of the respondents regarding their lack of interaction with followers unless something goes wrong. When action is deemed necessary, it is in the form of negative feedback or contingent reward behavior. Management by Exception is one of two transactional leadership factors being used in this study.

The Analysis of Variance found no significant difference, $F(2,39) = 1.71, p = .1949$, among principals' perception of the transactional leadership factor, Management by Exception (Table 18). The clustering of the mean scores of the principal groups indicated their perception of their use of this leadership factor between "sometimes" and "fairly often." Further discussion of these responses is conducted in Chapter 5.

Table 18

Principals' Perceptions of Their Use of the Transactional Leadership Factor: Management by Exception

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 1.471 | .736 | 1.71 |
| Within groups | 37 | 15.920 | .430 | $p = .1949$ |
| Total | 39 | 17.391 | | |

Note. Model II estimate of between component variance = .023.

**Post hoc analysis.** Table 19 indicates that the mean scores of respondents in each leadership group differed by a margin of less than 0.45.

Table 19

Mean Scores of Principal Groups on the Transactional Leadership Factor: Management by Exception

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 2.45 | .188 | .054 |
| California | 12 | 2.859 | .461 | .133 |
| Charter | 16 | 2.875 | .938 | .234 |

Table 20 shows no significant differences of the perception of principals on the transactional leadership factor, Management by Exception.

Table 20

Between Groups Scores on the Transactional Leadership Factor: Management by Exception

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.409 | 1.168 |
| Alberta vs. charter | -.425 | 1.439 |
| California vs. charter | -.016 | .002 |

**Nonleadership Factor**

**Laissez-Faire.** Laissez-faire is a variable that indicates an absence of leadership, the avoidance of intervention, or both. Laissez-faire is categorized as a nonleadership factor for this study.

The Analysis of Variance found no significant difference, $F(2,39) = .316$, $p = .7311$ among principals' perception of their nonleadership factor, Laissez-faire, behavior (Table 21). Although significance was not evident on this variable, a post hoc analysis was conducted to determine the similarity of each principal group's response.

Table 21

Principals' Perceptions of Their Use of the Nonleadership Factor: Laissez-Faire

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | .233 | .117 | .316 |
| Within groups | 37 | 13.667 | .369 | $p = .7311$ |
| Total | 39 | 13.900 | | |

Note. Model II estimate of between component variance = .019.

**Post hoc analysis.** Table 22 indicates that the mean scores of respondents in each leadership group differ by a margin of less than 0.2.

Table 22

Mean Scores of Principal Groups on the Nonleadership Factor: Laissez-Faire

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 2.000 | .603 | .174 |
| California | 12 | 2.167 | .389 | .112 |
| Charter | 16 | 2.000 | .730 | .183 |

Table 23 shows no significant difference in the perception of principals on the nonleadership factor, Laissez-Faire.

Table 23

Between Groups Score on the Nonleadership Factor: Laissez-Faire

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.167 | .226 |
| Alberta vs. charter | 0 | 0 |
| California vs. charter | .167 | .258 |

**Outcome Factors**

Outcomes are not an indicator of the leadership style or practices exercised by a leader. They are measures of the resultant or reactions of followers to the leadership being exercised. The principal groups scored their perceptions of the responses they feel they elicit from their followers as a result of their leadership.

**Extra Effort.** The Extra Effort variable reflects the extent to which coworkers or followers exert effort beyond the ordinary as a consequence of the principals' leadership. Extra Effort is one of three outcome indicators used in this study.

The Analysis of Variance found a significant difference existed, $F(2,39) = 10.528$, $p = .0003$ among Charter, Alberta public, or California public principals' perception of the outcome factor, Extra Effort (Table 24). The significant finding resulted in a post hoc evaluation on this variable.

Table 24

Principals' Perceptions of Their Achievement of the Outcome Factor: Extra Effort

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 9.56 | 4.78 | 10.528 |
| Within groups | 37 | 15.891 | .454 | $p = .0003$ |
| Total | 39 | 25.45 | | |

Note. Model II estimate of between component variance = .348.

**Post hoc analysis.** Table 25 indicates that the mean scores of charter school principals differed by a margin of 0.5 or greater from the mean scores of Alberta and California public school principals.

Table 26 shows a significant difference in the perception of Alberta school principals on the outcome factor, Extra Effort, and charter school principals.

**Effectiveness.** The variable, Effectiveness, reflects the perception of the principals on their effectiveness in meeting job related needs of their followers, representing

Table 25

Mean Scores of Principal Groups on the Outcome Factor: Extra Effort

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 3.167 | 1.115 | .322 |
| California | 12 | 4.000 | .603 | .174 |
| Charter | 14 | 4.429 | .514 | .137 |

Table 26

Between Groups Scores on the Outcome Factor: Extra Effort

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.656 | 2.581 |
| Alberta vs. charter | -.820 | 10.525* |
| California vs. charter | -.504 | 1.868 |

*Significant at 95%.

followers' needs to higher level managers, and contributing to the organizational effectiveness and performance by the work group. Effectiveness is one of three outcome indicators used in this study.

The Analysis of Variance shows no significant difference, $F(2,39) = .465$, $p = .632$, among principals' perception of the outcome factor, Effectiveness (Table 27). Although significance was not evident on this variable, a post hoc analysis was conducted to determine where the responses were clustered.

Table 27

Principals' Perceptions of Their Achievement of Outcome Factor: Effectiveness

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | .135 | .067 | .465 |
| Within groups | 37 | 5.365 | .145 | $p = .632$ |
| Total | 39 | 5.5 | | |

Note. Model II estimate of between component variance = .006.

**Post hoc analysis.** Table 28 indicates that the mean scores of respondents in each leadership group differed by a margin of less than 0.2.

Table 29 shows no significant difference in the perception of principals on the outcome factor, Effectiveness.

**Satisfaction.** The Satisfaction variable reflects how satisfied the principals' perceive their co-workers are with the principal's style and methods, as well as how

Table 28

Mean Scores of Principal Groups on the Outcome Factor: Effectiveness

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 4.292 | .531 | .153 |
| California | 12 | 4.125 | .131 | .038 |
| Charter | 16 | 4.312 | .359 | .090 |

Table 29

Between Groups Scores on the Outcome Factor: Effectiveness

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.317 | .716 |
| Alberta vs. charter | -.820 | 5.491* |
| California vs. charter | -.504 | 2.07 |

*Significant at 95%.

satisfied followers are in general. Satisfaction is one of three outcome indicators used in this study.

The Analysis of Variance shows a significant difference existed, $F(2,39) = 3.98$, $p = .0272$ among Charter, Alberta public, or California public principals' perception of the outcome factor, Satisfaction (Table 30).

Table 30

Principals' Perceptions of Their Achievement of the Outcome Factor: Satisfaction

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 5.683 | 2.842 | 3.98 |
| Within groups | 37 | 26.417 | .714 | $p = .0272$ |
| Total | 39 | 32.1 | | |

Note. Model II estimate of between component variance = .165.

Table 31 indicates that the mean scores of Charter school and Alberta principals differed by a margin of 0.8 or greater from the mean scores of California public school principals on the outcome factor, Satisfaction.

Table 31

Mean Scores of Principal Groups on the Outcome Factor: Satisfaction

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 4.417 | .469 | .135 |
| California | 12 | 3.750 | 1.438 | .415 |
| Charter | 16 | 4.250 | .516 | .129 |

As no significant difference was found to exist on the Scheffe test, the researcher did not conduct a post hoc analysis (Table 32).

Table 32

Between Groups Scores on the Outcome Factor: Satisfaction

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.917 | 3.21 |
| Alberta vs. charter | -.083 | .035 |
| California vs. charter | -.833 | 3.126 |

## Analysis of Data by Study Group

### Charter Principals

Using one factor ANOVA Repeated Measures methodology, significant findings using $\alpha = 0.05$ were identified when charter school principal responses were analyzed according to leadership style.

No significant differences were found between subjects ($n=16$) averaged over the four leadership styles outlined in the MLQ (Table 33). Between subjects treatments' effect was significant ($p = .0001$).

**Post hoc analysis.** Table 34 shows that the responses of charter school principals ranged from a mean score of 2.125 on the nonleadership style to a score of 4.319 on the outcomes factors. Further investigation was warranted to determine other significant differences.

Table 33

Analysis of Variance of Charter School Principals' Scores on the Four Leadership Styles Measured by the MLQ

| Source | *DF* | Sum squares | Mean square | *F*-test | *P* value |
|---|---|---|---|---|---|
| Between subjects | 15 | 5.688 | .379 | .296 | .9937 |
| Within subjects | 48 | 61.525 | 1.282 | | |
| Treatments | 3 | 55.141 | 18.380 | 129.548 | .0001 |
| Residual | 45 | 6.385 | .142 | | |
| Total | 63 | 67.213 | | | |

Note. Reliability estimate: For all treatments = -2.38; for single treatment = -.214.

Table 34

Mean Scores of Charter School Principals on the Four MLQ Leadership Styles

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Transactional | 16 | 3.335 | .496 | .124 |
| Nonleadership | 16 | 2.125 | .659 | .165 |
| Outcome | 16 | 4.319 | .314 | .078 |
| Transformational | 16 | 4.432 | .163 | .041 |

Table 35 contains the analysis of the four leadership styles outlined in the MLQ. Of the six possible combinations of leadership styles, five were found to be significant at the $\alpha = 0.05$ level on the Scheffe *F*-test. The resulting significance indicates more detailed investigation is warranted to determine which of the leadership factors are producing the significance.

Table 35

Contrast of Charter School Principal Scores by Leadership Style

| Comparison | Scheffe *F*-Test |
|---|---|
| Transformational vs. Transactional | 22.594* |
| Transformational vs. Nonleadership | 100.018* |
| Transformational vs. Outcome | .237 |
| Transactional vs. Nonleadership | 27.537* |
| Transactional vs. Outcome | 18.200* |
| Nonleadership vs. Outcome | 90.511* |

*Significant at 95%.

Table 36 lists the mean scores of charter school principals on the 10 leadership factors measured by the MLQ. The factors are listed in order as transformational factors (Charisma, Inspiration, Intellectual Stimulation, and Individualized Consideration), transactional factors (Contingent Reward and Management by Exception), the nonleadership factor (Laissez-Faire), and outcomes (Extra Effort, Effectiveness, and Satisfaction).

Table 36

Mean Scores of Charter School Principals on the 10 Leadership Factors Measured by the MLQ

| Group | Count | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Charisma | 16 | 4.487 | .341 | .085 |
| Inspiration | 16 | 4.565 | .253 | .063 |
| Intellectual Stimulation | 16 | 4.338 | .278 | .069 |
| Individualized Consideration | 16 | 4.338 | .369 | .092 |
| Contingent Reward | 16 | 3.658 | .46 | .115 |
| Management by Exception | 16 | 3.013 | .686 | .171 |
| Laissez-Faire | 16 | 2.125 | .659 | .165 |
| Extra Effort | 16 | 4.458 | .295 | .074 |
| Effectiveness | 16 | 4.250 | .365 | .091 |
| Satisfaction | 16 | 4.250 | .516 | .129 |

Table 37 clarifies the charter school principals' responses which produced significant pairings on the transformational and transactional leadership factors. One anomaly the table reveals is the significant difference in the response to the transactional factors, Management by Exception and Contingent Reward.

Table 38 reveals the significant differences in the responses of charter school principals to each of the four transformational leadership factors and the nonleadership factor, Laissez-Faire.

The responses of the charter school principals clearly indicate they perceive themselves to be significantly more transformational in their leadership style compared to both transactional leadership and nonleadership styles.

Table 37

Comparison of Significant Pairings Between Transformational Leadership Factors and Transactional Leadership Factors of Charter School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Charisma vs. Contingent Reward | 3.857* |
| Charisma vs. Management by Exception | 12.215* |
| Inspiration vs. Contingent Reward | 4.625* |
| Inspiration vs. Management by Exception | 13.553* |
| Intellectual Stimulation vs. Contingent Reward | 2.529* |
| Intellectual Stimulation vs. Management by Exception | 9.866* |
| Individualized Consideration vs. Contingent Reward | 2.592* |
| Individualized Consideration vs. Management by Exception | 9.866* |
| Contingent Reward vs. Management by Exception | 2.344* |

*Significant at 95%.

Table 38

Comparison of Significant Pairings Between Transformational Leadership Factors and Nonleadership Factors of Charter School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Charisma vs. Laissez-Faire | 31.348* |
| Inspiration vs. Laissez-Faire | 33.471* |
| Intellectual Stimulation vs. Laissez-Faire | 27.51* |
| Individualized Consideration vs. Laissez-Faire | 27.51* |

*Significant at 95%.

Table 39 clarifies the charter school principals' responses which produced significant pairings on the transactional leadership factors and the nonleadership factor.

Table 39

Comparison of Significant Pairings Between Nonleadership Factors and Transactional Leadership Factors of Charter School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Contingent Reward vs. Laissez- Faire | 13.213* |
| Management by Exception vs. Laissez- Faire | 4.426* |

*Significant at 95%.

Table 40 outlines the charter school principals' responses which produced significant pairings on the transactional leadership factors, Management by Exception and Contingent Reward, and each of the three outcome factors, Extra Effort, Effectiveness, and Satisfaction.

Table 41 outlines the charter school principals' responses which produced significant pairings on each of the three outcome factors (Extra Effort, Effectiveness, and Satisfaction) and the nonleadership factor, Laissez-Faire.

The analysis of charter school principals' responses indicate that charter school principals are transformational leaders. They feel they elicit positive outcomes from their followers as a result of their transformational style. Charter school principals align with the profile of transformational leaders outlined in Chapter 5.

Table 40

Comparison of Significant Pairings Between Outcome Leadership Factors and Transactional Leadership Factors of Charter School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Management by Exception vs. Satisfaction | 8.606* |
| Management by Exception vs. Effectiveness | 8.606* |
| Management by Exception vs. Extra Effort | 11.748* |
| Contingent Reward vs. Satisfaction | 1.967* |
| Contingent Reward vs. Effectiveness | 1.967* |
| Contingent Reward vs. Extra Effort | 3.597* |

*Significant at 95%.

Table 41

Comparison of Significant Pairings Between Outcome Leadership Factors and the Nonleadership Factor of Charter School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Laissez- Faire vs. Satisfaction | 70.343* |
| Laissez- Faire vs. Effectiveness | 70.343* |
| Laissez- Faire vs. Extra Effort | 84.812* |

*Significant at 95%.

**Alberta Principals**

Using one factor ANOVA — Repeated Measures methodology, significant findings using $\alpha = 0.05$ were identified when Alberta school principal responses were analyzed according to leadership style.

Table 42 found no significant differences between subjects ($n = 16$) averaged over the four leadership styles outlined in the MLQ. Between subjects treatments' effect was significant ($p = .0001$). The findings resulted in a post hoc analysis.

Table 42

Analysis of Variance of Alberta School Principals' Scores on the Four Leadership Styles Measured by the MLQ

| Source | *DF* | Sum squares | Mean square | *F*-test | *P* value |
|---|---|---|---|---|---|
| Between subjects | 11 | 2.746 | .25 | .234 | .9932 |
| Within subjects | 36 | 38.33 | 1.065 | | |
| Treatments | 3 | 30.076 | 10.025 | 40.078 | .0001 |
| Residual | 33 | 8.255 | .25 | | |
| Total | 47 | 41.077 | | | |

Note. Reliability estimate: For all treatments = -2.38; for single treatment = -.214.

**Post hoc analysis.** Table 43 indicates that the responses of Alberta school principals on the nonleadership style (mean = 2.112) compared to the outcomes factors (mean = 3.995) were significantly different. Further investigation was warranted to determine the existence of other significant pairings. The range among the standard deviation also warranted a more detailed investigation.

Table 43

Mean Scores of Alberta School Principals on the Four MLQ Leadership Styles

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Transformational | 12 | 3.921 | .519 | .150 |
| Transactional | 12 | 2.786 | .245 | .071 |
| Nonleadership | 12 | 2.112 | .553 | .160 |
| Outcome | 12 | 3.995 | .605 | .175 |

Table 44 contains the analysis of the four leadership styles outlined in the MLQ. Of the six possible combinations of leadership styles, five were found to be significant at the $\alpha = 0.05$ level on the Scheffe *F*-test. The resulting significance indicates more detailed investigation is warranted to determine which of the leadership factors are producing the significance.

Table 44

Contrast of Alberta School Principal Scores by Leadership Style

| Comparison | Scheffe *F*-Test |
|---|---|
| Transformational vs. Transactional | 10.297* |
| Transformational vs. Nonleadership | 26.150* |
| Transformational vs. Outcome | .044 |
| Transactional vs. Nonleadership | 3.628* |
| Transactional vs. Outcome | 11.692* |
| Nonleadership vs. Outcome | 28.346* |

*Significant at 95%.

Table 45 lists the mean scores of charter school principals on the 10 leadership factors measured by the MLQ. The factors are listed in order as transformational factors, transactional factors, nonleadership factors, and outcome.

Table 45

Mean Scores of Alberta School Principals on the 10 Leadership Factors Measured by the MLQ

| Group | Count | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Charisma | 12 | 4.022 | .310 | .089 |
| Inspiration | 12 | 3.952 | .582 | .168 |
| Intellectual Stimulation | 12 | 3.533 | 1.007 | .291 |
| Individualized Consideration | 12 | 4.176 | .519 | .150 |
| Contingent Reward | 12 | 3.122 | .421 | .122 |
| Management by Exception | 12 | 2.450 | .188 | .054 |
| Laissez-Faire | 12 | 2.112 | .553 | .160 |
| Extra Effort | 12 | 3.278 | 1.013 | .293 |
| Effectiveness | 12 | 4.417 | .469 | .135 |
| Satisfaction | 12 | 4.292 | .531 | .153 |

Table 46 clarifies Alberta school principals' responses which produced significant pairings on the transformational and transactional leadership factors.

Alberta schooi principals view themselves as transformational leadership in difference to either transactional or nonleaders. The profile of a transformational school leader is presented in Chapter 5.

Table 46

Comparison of Significant Pairings Between Transformational Leadership Factors and Transactional Leadership Factors of Alberta School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Charisma vs. Management by Exception | 5.913* |
| Inspiration vs. Management by Exception | 5.399* |
| Intellectual Stimulation vs. Management by Exception | 2.807* |
| Individualized Consideration vs. Contingent Reward | 2.656* |
| Individualized Consideration vs. Management by Exception | 7.126* |

*Significant at 95%.

Table 47 reveals the significant differences on the response of Alberta school principals to each of the four transformational leadership factors and the nonleadership factor, Laissez-Faire.

Table 47

Comparison of Significant Pairings Between Transformational Leadership Factors and Nonleadership Factors of Alberta School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Charisma vs. Laissez-Faire | 8.724* |
| Inspiration vs. Laissez-Faire | 8.098* |
| Intellectual Stimulation vs. Laissez-Faire | 4.829* |
| Individualized Consideration vs. Laissez Faire | 10.185* |

*Significant at 95%.

Table 48 clarifies the Alberta school principals' responses which produced significant pairings on one of the two transactional leadership factors, Contingent Reward and the nonleadership factor, Laissez-faire.

Table 48

Comparison of Significant Pairings Between Nonleadership Factors and Transactional Leadership Factors of Alberta School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Contingent Reward vs. Laissez-Faire | 2.439* |

*Significant at 95%.

Table 49 outlines Alberta school principals' responses which produced significant pairings on the transactional leadership factor, Management by Exception and two of the three outcome factors, Effectiveness and Extra Effort. The pairing of the transactional leadership factor contingent reward and each of the three outcome factors, Extra Effort, Effectiveness, and Satisfaction, was also significant. Significant differences also exist between the outcome factor extra effort and the other two outcome factors, Satisfaction and Effectiveness.

Table 50 outlines Alberta school principals' responses which produced significant pairings for each of the three outcome factors (Extra Effort, Effectiveness, and Satisfaction) and the nonleadership factor, Laissez-faire.

The analysis of the responses of Alberta school principals indicates their perceptions regarding their leadership style. They prefer transformational leadership methods

Table 49

Comparison of Significant Pairings Between Outcome Leadership Factors and Transactional Leadership Factors of Alberta School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Management by Exception vs. Satisfaction | 8.113* |
| Management by Exception vs. Effectiveness | 9.252* |
| Contingent Reward vs. Satisfaction | 3.271* |
| Contingent Reward vs. Effectiveness | 4.008* |
| Extra Effort vs. Effectiveness | 3.103* |
| Extra Effort vs. Satisfaction | 2.459* |

*Significant at 95%.

Table 50

Comparison of Significant Pairings Between Outcome Leadership Factors and the Nonleadership Factor of Alberta School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Laissez-Faire vs. Satisfaction | 11.360* |
| Laissez-Faire vs. Effectiveness | 12.700* |
| Laissez-Faire vs. Extra Effort | 3.248* |

*Significant at 95%.

over either transactional or nonleadership methods. They feel they are effective and that their followers are satisfied with their leadership. Alberta principals feel they elicit extra effort from their followers "sometimes" according t the Likert scale used on the survey instrument.

**California Principals**

Using one factor ANOVA — Repeated Measures methodology, significant findings using $\alpha = 0.05$ were identified when California school principal responses were analyzed according to leadership style.

As Table 51 shows no significant differences existed between subjects ($n = 16$) averaged over the four leadership styles outlined in the MLQ. Within subjects treatments' effect was significant ($p = .0001$). The findings resulted in a post hoc analysis.

Table 51

Analysis of Variance of California School Principals' Scores on the Four Leadership Styles Measured by the MLQ

| Source | *DF* | Sum squares | Mean square | *F*-test | *P* value |
|---|---|---|---|---|---|
| Between subjects | 11 | 5.396 | .491 | .66 | .7651 |
| Within subjects | 36 | 26.741 | .743 | | |
| Treatments | 3 | 23.213 | 7.738 | 72.361 | .0001 |
| Residual | 33 | 3.529 | .107 | | |
| Total | 47 | 32.137 | | | |

Note. Reliability estimate: For all treatments = -.514; for single treatment = -.093.

**Post hoc analysis.** Table 52 shows that the responses of California school principals ranged from a mean score of 2.317 on the nonleadership style to a score of 4.056 on the transformational leadership style. Further investigation was conducted to determine the existence of other significant findings.

Table 52

Mean Scores of California School Principals on the Four MLQ Leadership Styles

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Transformational | 12 | 4.056 | .421 | .122 |
| Transactional | 12 | 3.263 | .397 | .115 |
| Nonleadership | 12 | 2.317 | .415 | .120 |
| Outcome | 12 | 3.958 | .551 | .159 |

Table 53 contains the analysis of the four leadership styles outlined in the MLQ. Of the six possible combinations of leadership styles, five were found to be significant at the $\alpha = 0.05$ level on the Scheffe *F*-test. The resulting significance indicates more detailed investigation is warranted to determine which of the leadership factors are producing the significance.

Table 54 lists the mean scores of charter school principals on the 10 leadership factors measured by the MLQ. The factors are listed in order as transformational factors, transactional factors, nonleadership factors, and outcome.

Table 55 shows California school principals' responses which produced significant differences between the transformational and transactional leadership factors.

Table 53

Contrast of California School Principal Scores by Leadership Style

| Comparison | Scheffe *F*-Test |
|---|---|
| Transformational vs. Transactional | 11.762* |
| Transformational vs. Nonleadership | 56.581* |
| Transformational vs. Outcome | .178 |
| Transactional vs. Nonleadership | 16.749* |
| Transactional vs. Outcome | 9.044* |
| Nonleadership vs. Outcome | 50.408* |

*Significant at 95%.

Table 54

Mean Scores of California School Principals on the 10 Leadership Factors Measured by the MLQ

| Group | Count | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Charisma | 12 | 3.917 | .420 | .121 |
| Inspiration | 12 | 4.190 | .500 | .144 |
| Intellectual Stimulation | 12 | 3.850 | .542 | .156 |
| Individualized Consideration | 12 | 4.267 | .334 | .096 |
| Contingent Reward | 12 | 3.667 | .496 | .143 |
| Management by Exception | 12 | 2.859 | .461 | .133 |
| Laissez-Faire | 12 | 2.317 | .415 | .120 |
| Extra Effort | 12 | 4.000 | .569 | .164 |
| Effectiveness | 12 | 4.125 | .131 | .038 |
| Satisfaction | 12 | 3.750 | 1.438 | .415 |

Table 55

Comparison of Significant Pairings Between Transformational Leadership Factors and Transactional Leadership Factors of California School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Charisma vs. Management by Exception | 2.548* |
| Inspiration vs. Management by Exception | 4.038* |
| Intellectual Stimulation vs. Management by Exception | 2.237* |
| Individualized Consideration vs. Management by Exception | 4.514* |

*Significant at 95%.

Table 56 reveals the significant differences in the responses of California school principals to each of the four transformational leadership factors and the nonleadership factor, Laissez-faire.

Table 56

Comparison of Significant Pairings Between Transformational Leadership Factors and Nonleadership Factors of California School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Charisma vs. Laissez Faire | 5.834* |
| Inspiration vs. Laissez Faire | 8.001* |
| Intellectual Stimulation vs. Laissez Faire | 5.358* |
| Individualized Consideration vs. Laissez Faire | 8.665* |

*Significant at 95%.

Table 57 clarifies the California school principals' responses which produced significant pairings for the transactional leadership factor, Contingent Reward and the nonleadership factor, Laissez-Faire.

Table 57

Comparison of Significant Pairings Between Nonleadership Factors and Transactional Leadership Factors of California School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Contingent Reward vs. Laissez Faire | 4.153* |

*Significant at 95%.

Table 58 outlines California school principals' responses which produced significant pairings for the transactional leadership factor, Management by Exception, and two of the three outcome factors, Effectiveness and Extra Effort.

Table 58

Comparison of Significant Pairings Between Outcome Leadership Factors and Transactional Leadership Factors of California School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Management by Exception vs. Effectiveness | 3.651* |
| Management by Exception vs. Extra Effort | 2.965* |

*Significant at 95%.

Table 59 outlines California school principals' responses which produced significant pairings for each of the three outcome factors (Extra Effort, Effectiveness, and Satisfaction) and the nonleadership factor, Laissez-Faire.

Table 59

Comparison of Significant Pairings Between Outcome Leadership Factors and the Nonleadership Factor of California School Principals

| Comparison | Scheffe *F*-Test |
|---|---|
| Laissez-Faire vs. Satisfaction | 4.682 |
| Laissez-Faire vs. Effectiveness | 7.452 |
| Laissez-Faire vs. Extra Effort | 6.457 |

*Significant at 95%.

California principals see themselves as more transformational in their leadership than either transactional or nonleadership style. They feel their followers are satisfied with their leadership style. California principals also feel they are effective leaders. According to California school principals, they feel their followers exert extra effort in the workplace.

## Analysis of Data by Null Hypothesis

### Null Hypothesis 1

Null Hypothesis 1 stated that no significant differences exist within groups of charter school principals on the scores of the 10 factors of the MLQ at the 0.05 confidence level. The findings outlined in earlier in this chapter show a significant

difference among charter school principals on the ANOVA Repeated Measures test on the "between subjects treatments effect." Table 34 allowed comparisons to be made on the mean scores on each of the four leadership styles of the MLQ. The report on the results of Null Hypothesis 1 considers only on the comparisons that produced a significant finding on the Scheffe *F*-test displayed in Table 35. Each of the significant leadership style pairings were further analyzed to reveal the specific leadership factors causing the significant difference.

**Transformational versus transactional leadership style.** The Repeated Measures test produced a significant finding between the transformational leadership style scores and the transactional leadership style. Further investigation reported in Table 37 indicated the significant pairings occurred on each of the four transformational leadership factors compared with the scores on the two transactional leadership factors. As reported in Table 36, in each of the significant pairings, charter school principals rated themselves between "fairly often" and "frequently" on the survey's Likert scale when considering transformational factors. When considering transactional leadership factors, charter school principals rated themselves lower than transformational scores. The charter school principal scores on the Management by Exception factor indicate this factor is sometimes used. In response to the Contingent Reward factor, charter school principals indicated they engage in this style slightly more than "sometimes."

**Transformational versus nonleadership style.** The Repeated Measures test produced a significant finding between the transformational leadership style scores and

the nonleadership style scores of charter school principals. Further investigation reported in Table 38 indicated the significant pairings occurred on each of the four transformational leadership factors, compared with the scores on the Laissez-Faire factor. As reported in Table 36, in response to the Laissez-faire factor, charter school principals see themselves engaging in nonleadership activities "once in awhile."

**Transactional versus nonleadership style.** The Repeated Measures test produced a significant finding between the transactional leadership style scores and the nonleadership style scores of charter school principals. Further investigation reported in Table 39 indicated the significant pairings occurred on each of the two transactional leadership factors, compared with the scores on the Laissez-faire factor. Charter school principals see themselves engaging in nonleadership activities "once in awhile." Their scores on Management by Exception and Contingent Reward indicate they see themselves engaging in transactional practices "significantly more often."

**Transactional style versus outcomes.** The Repeated Measures test produced a significant finding between the transactional leadership style scores and the outcomes scores of charter school principals. Further investigation reported in Table 40 indicated the significant pairings occurred on each of the two transactional leadership factors, compared with the scores on the three outcome measures. According to the response on each of the outcome measures, charter school principals see themselves achieving each outcome between "fairly often" and "frequently, not always."

**Outcomes versus nonleadership style.** The Repeated Measures test produced a significant finding between the outcome leadership scores and the nonleadership style scores of charter school principals. Further investigation reported in Table 41 indicated the significant pairings occurred on each of the three outcome factors compared with the scores on the Laissez-faire factor. According to their responses, charter school principals see themselves achieving the outcomes factors slightly more than "fairly often."

As significant differences among the 10 factors of the Multifactor Leadership Questionnaire were found to exist, Null Hypothesis 1 was rejected by the researcher.

**Null Hypothesis 2**

The second null hypothesis stated that no significant differences exist within groups of Alberta public school principals on the scores of the 10 factors of the MLQ at the 0.05 confidence level. The findings outlined in Chapter IV found a significant difference among Alberta school principals on the ANOVA Repeated Measures test when analyzing the "between subjects treatments effect." Table 43 showed comparisons to be made on the mean scores on each of the four leadership styles of the MLQ. The report on the results of Null Hypothesis 2 will isolate only on the comparisons that produced a significant finding on the Scheffe *F*-test displayed in Table 44. Each of the significant leadership style pairings was further analyzed to reveal the specific leadership factors causing the significant difference.

When comparing the responses of Alberta school principals on the transformational factors versus the transactional leadership factor, Alberta principals are clearly engaged in transformational leadership most often.

**Transformational versus transactional leadership style.** The Repeated Measures test reported in Table 44 shows a significant finding between the transformational leadership style scores and the transactional leadership style. Further investigation reported in Table 47 indicated the significant pairings occurred on each of the four transformational leadership factors, compared with the scores on the two transactional leadership factors. In each of the significant pairings, Alberta elementary school principals rated themselves between "fairly often" and "frequently" on the survey's Likert scale when considering transformational factors (mean = 3.921). When considering transactional leadership factors, Alberta elementary school principals rated themselves significantly lower than transformational scores (mean = 2.786). The Alberta school principal scores on the Management by Exception factor indicate this factor's usage lies between "once in while" and "sometimes." In response to the contingent reward factor, Alberta school principals indicated they engage in this style "sometimes."

In all comparisons with Management by Exception, they scored themselves significantly higher on each of the four transformational factors. Comparisons with the transactional leadership contingent reward (mean = 3.122) shows significant differences only with the transformational factor Individualized Consideration (mean =

4.176). Alberta principals are more transformational leaders than they are transactional leaders.

**Transformational versus nonleadership style.** The Repeated Measures test reported in Table 44 shows a significant finding between the transformational leadership style scores (mean = 3.921) and the nonleadership style scores (mean = 2.112) of Alberta school principals. Further investigation reported in Table 47 indicated the significant pairings occurred on each of the four transformational leadership factors, compared with the scores on the Laissez-faire factor. According to the response on the Laissez-faire factor, Alberta school principals see themselves engaging in nonleadership activities "once in awhile."

Alberta principals indicated by their responses that they are significantly more transformational leaders than they are nonleaders.

**Transactional versus nonleadership style.** The Repeated Measures test produced a significant finding between the transactional leadership style scores and the nonleadership style scores of Alberta school principals. Further investigation reported in Table 48 indicated the significant pairings occurred on the Contingent Reward (mean = 3.122) and Laissez-Faire factor (mean = 2.112). Alberta school principals see themselves engaging in nonleadership activities "once in awhile" and "sometimes" use Contingent Reward. The mean scores of both these leadership factors are the lowest responses of the Alberta school principals.

**Transactional style versus outcomes.** The Repeated Measures test produced a significant finding between the transactional leadership style scores and the outcomes scores of Alberta school principals. Further investigation reported in Table 49 indicated the significant pairings occurred between Management by Exception and the three outcome measures. Significance is also identified between Contingent Reward (mean = 3.112) and two outcome measures, Satisfaction (mean = 4.292) and Effectiveness (mean = 4.417). According to the response on each of the outcome measures, Alberta school principals see themselves achieving each outcome measure between "fairly often" and "frequently, not always."

**Outcomes versus nonleadership style.** The Repeated Measures test produced a significant finding between the outcome leadership scores (mean =3.995) and the nonleadership style scores (mean = 2.112) of Alberta school principals. Further investigation reported in Table 50 indicated the significant pairings occurred on each of the three outcome factors, Extra Effort (mean = 3.278), Effectiveness (mean = 4.417), and Satisfaction (mean = 4.292) compared with the scores on the Laissez-Faire factor (mean = 2.112).

As significant differences were found to exist within groups of Alberta school principals on the 10 factors of the Multifactor Leadership Questionnaire, Null Hypothesis 2 was rejected.

**Null Hypothesis 3**

The third null hypothesis stated that no significant differences exist within groups of California public school principals on the scores of the 10 factors of the MLQ at the 0.05 confidence level. The findings outlined in Chapter IV found a significant difference among California school principals on the ANOVA Repeated Measures test when analyzing the "between subjects treatments effect." Table 51 allowed comparisons to be made on the mean scores on each of the four leadership styles of the *MLQ*. The report on the results of Null Hypothesis 3 will isolate only on the comparisons that produced a significant finding on the Scheffe *F*-test displayed in Table 53. Each of the significant leadership style pairings were further analyzed to reveal the specific leadership factors causing the significant difference.

**Transformational versus transactional leadership style.** The Repeated Measures test reported in Table 53 shows a significant finding between the transformational leadership style scores (mean = 4.056) and the transactional leadership style (mean = 3.263). Further investigation reported in Table 55 indicated the significant pairings occurred on each of the four transformational leadership factors compared with the scores on the two transactional leadership factors. In each of the significant pairings, California elementary school principals rated themselves close to the "frequently, not always" on the survey's Likert scale when considering transformational factors. When considering transactional leadership factors, California elementary school principals rated themselves significantly lower than transformational scores. The California school principal scores on the Management by Exception factor (mean = 2.859)

indicate this factor's usage lies close to the "sometimes" point on the Likert scale. In response to the Contingent Reward factor (mean = 3.667), California school principals indicated they engage in this style "fairly often" according to the Likert scale.

**Transformational versus nonleadership style.** The Repeated Measures test reported in Table 53 shows a significant finding between the transformational leadership style scores (mean = 4.056) and the nonleadership style scores (mean = 2.317) of California school principals. Further investigation reported in Table 56 indicated the significant pairings occurred on each of the four transformational leadership factors compared with the scores on the Laissez-Faire factor. California school principals report they engage in transformational leadership significantly more than transactional leadership. According to the response on the Laissez-Faire factor, California school principals see themselves engaging in non leadership activities "sometimes."

**Transactional versus nonleadership style.** Table 53 also shows a significant finding between the transactional leadership style scores (mean = 3.263) and the nonleadership style scores (mean = 2.317) of California school principals. Further investigation reported in Table 57 indicated the significant pairings occurred between both transactional factors and the Laissez-faire factor. California elementary school principals see themselves exercising transactional leadership significantly more than nonleadership.

**Transactional style versus outcomes.** The Repeated Measures test reported in Table 53 shows a significant finding between the transactional leadership style scores

(mean = 3.263) and the outcomes scores (mean = 3.958) of California elementary school principals. Further investigation reported in Table 58 indicated the significant pairings occurred between Management by Exception and two outcome measures, Effectiveness and Extra Effort. According to the response on each of the outcome measures, California school principals see themselves achieving each outcome measure between "fairly often" and "frequently, not always."

**Outcome versus nonleadership style.** Table 52 shows a significant finding exists between the outcome leadership scores (mean = 3.958) and the nonleadership style scores (mean = 2.317) of California school principals. Further investigation reported in Table 59 indicated the significant pairings occurred on each of the three outcome factors, compared with the scores on the Laissez-Faire factor.

As significant differences exist within groups of California school principals on the factors measured by the Multifactor Leadership Questionnaire, Null Hypothesis 3 is rejected.

**Null Hypothesis 4**

The fourth null hypothesis stated no significant differences exist among the mean scores of leadership qualities of charter school principals, California public school principals, and Alberta public school principals on the 10 leadership factors of the MLQ. The findings outlined in Chapter IV found a significant difference among principal groups according to leadership factors measured by the ANOVA Repeated Measures test when analyzing the "between subjects treatments effect." The following

sections report significant findings between principal groups according to leadership style and outcome factors. The report on the results of Null Hypothesis 4 isolate only on the comparisons that produced a significant finding according to the Scheffe *F*-test. The specific leadership factors causing the significant difference between groups were outlined earlier in this chapter. Each of the three principal groups' responses to the leadership factors was analyzed using a one factor ANOVA test. The comparison of the scores of each principal group produced significant findings on the three leadership styles and the outcomes measures.

**Transformational style.** The Analysis of Variance found a significant difference, $F(2,39) = 6.951$, $p = .0027$, among principal groups' perception of their use of a transformational leadership style (Table 60). This significance led to a further group by group analysis to determine specific group significance.

Table 60

Principal Groups' Perception of Their Use of a Transformational Leadership Style

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 1.996 | .998 | 6.951 |
| Within groups | 37 | 5.313 | .144 | $p = .0027$ |
| Total | 39 | 7.309 | | |

Note. Model II estimate of between component variance = .065.

Table 61 indicates the mean scores of charter school principals differ by a margin of .4 or greater from the mean scores of both Alberta and California public elementary school principals.

Table 61

Mean Scores of Principal Groups on the Transformational Leadership Style

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 3.921 | .519 | .150 |
| California | 12 | 4.056 | .421 | .122 |
| Charter | 16 | 4.432 | .163 | .041 |

Table 62 indicated a significant difference in the perception of charter school principals on their use of a transformational leadership style, when compared to both Alberta and California public school principals.

Table 62

Between Groups Scores of Principals on the Transformational Leadership Style

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.135 | .370 |
| Alberta vs. charter | -.538 | 6.331* |
| California vs. charter | -.403 | 3.553* |

*Significant at 95%.

**Transactional style.** The Analysis of Variance found a significant difference, $F(2,39) = 6.976$, $p = .0027$, among principal groups' perception of their use of a

transactional leadership style (Table 63). This significance led to a further group by group analysis to determine specific group significance.

Table 63

Principal Groups' Perception of Their Use of a Transactional Leadership Style

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 2.292 | 1.146 | 6.976 |
| Within groups | 37 | 6.079 | .164 | $p = .0027$ |
| Total | 39 | 8.371 | | |

Note. Model II estimate of between component variance = .074.

Table 64 indicates the mean scores of charter school principals differ by a margin of .5 or greater from the mean scores of Alberta public elementary school principals.

Table 64

Mean Scores of Principal Groups on the Transactional Leadership Style

| Group | Count | Mean | Std. deviation | Std. error |
|---|---|---|---|---|
| Alberta | 12 | 2.786 | .245 | .071 |
| California | 12 | 3.263 | .397 | .115 |
| Charter | 16 | 3.335 | .496 | .124 |

Table 65 indicated a significant difference in the perception of Alberta school principals on their use of a transactional leadership style, when compared to both charter school principals and California public school principals.

Table 65

Between Groups Scores of Principals on the Transactional Leadership Style

| Comparison | Mean difference | Scheffe *F*-test |
|---|---|---|
| Alberta vs. California | -.477 | 4.292* |
| Alberta vs. charter | -.587 | 6.993* |
| California vs. charter | -.110 | .244 |

*Significant at 95%.

In considering transactional leadership factors, Alberta public elementary school principals rated themselves significantly lower than both California public elementary school principals and charter elementary school principals.

**Nonleadership style.** The Analysis of Variance found no significant difference, $F(2,39) = .514, p = .6021$, among principal groups' perception of their use of a nonleadership style (Table 66). As the data failed to meet the study's .05 level of confidence for significance, no further investigation was conducted on the nonleadership style.

Table 66

Principal Groups' Perception of Their Use of a Nonleadership Style

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | .327 | .164 | .514 |
| Within groups | 37 | 11.766 | .318 | $p = .6021$ |
| Total | 39 | | | |

Note. Model II estimate of between component variance = .012.

**Outcomes measures.** The Analysis of Variance found no significant difference, $F(2,39) = .2.375$, $p = .107$, among principal groups' perception of their outcomes measure (Table 67). As the data failed to meet the study's .05 level of confidence for significance, no further investigation was conducted on the outcomes measures.

Table 67

Principal Groups' Perception of Their Outcomes Measures

| Source | *DF* | Sum squares | Mean square | *F*-test |
|---|---|---|---|---|
| Between groups | 2 | 1.135 | .567 | 2.375 |
| Within groups | 37 | 8.840 | .239 | $p = .107$ |
| Total | 39 | 9.975 | | |

Note. Model II estimate of between component variance = .025.

As significant differences were found to exist between principal groups on the 10 factors of leadership measured by the Multifactor Leadership Questionnaire, Null Hypothesis 4 is rejected.

## Summary

In order to better understand the similarities and differences among the three study groups, a comparison of the responses to the 10 leadership factors and the four leadership categories was undertaken; the results of this analysis are graphed in Figure 1.

Figure 1 graphically illustrates the responses of each study group for each of the 10 leadership factors. A score of 5 on the vertical axis indicates a response of either "frequently, if not always" or "extremely effective"; a score of 1 on the vertical axis indicates a response of "not at all" or "not effective." A score closer to five would reflect a higher frequency of leadership practice on that specific leadership factor. The figure indicates that charter school principals scored higher on the transformational leadership factors than did Alberta and California elementary school principals. The figure also demonstrates a higher score by charter school principals on the outcome indicators than either Alberta or California elementary principals.

Figure 2 graphically illustrates the scores of each of the study groups on the four main leadership style categories: transformational, transactional, nonleadership and outcomes. A score of 5 on the vertical axis indicates a response of either "frequently, if not always" or "extremely effective"; a score of 1 on the vertical axis indicates a response of "not at all" or "not effective." A score closer to five reflects a higher frequency of leadership practice on that specific leadership category. This figure clearly indicates that the scores of charter school principals are higher on the transformational leadership style and outcomes responses than California or Alberta

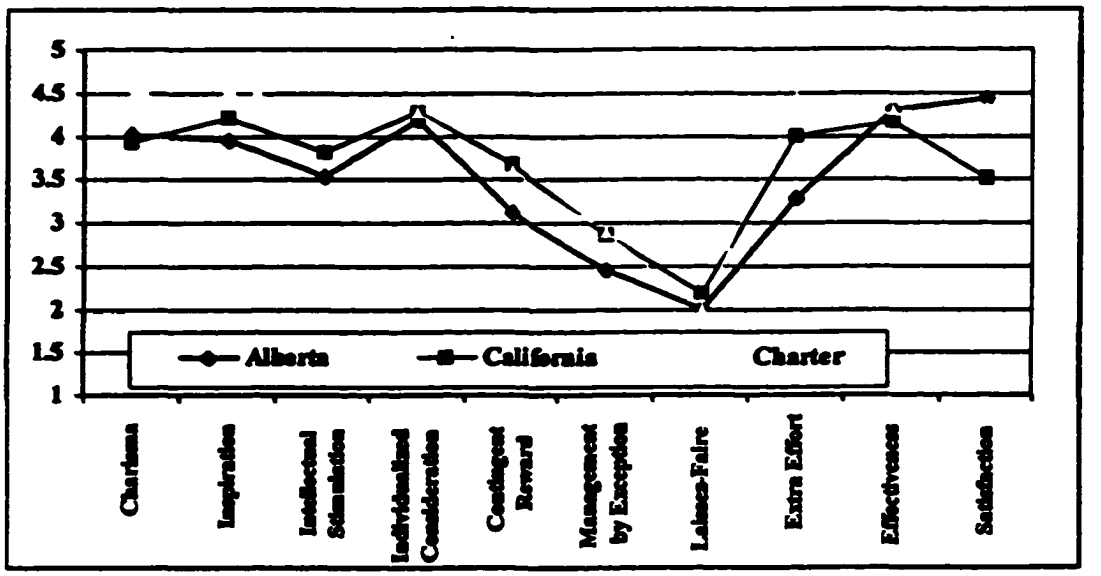


Figure 1. Principal group responses to the 10 leadership factors measured by the MLQ.

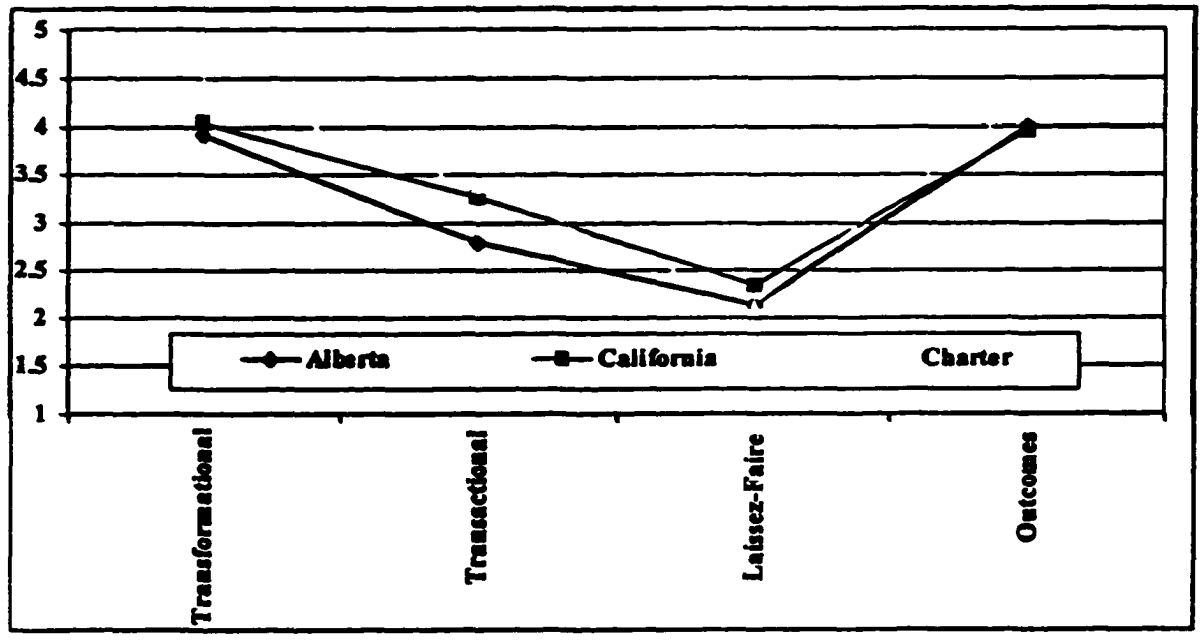


Figure 2. Principal groups' leadership style as measured by the MLQ.

principals. All three study groups appear to be similar in their responses to the use of the nonleadership style, Laissez-Faire.

Table 68 contains the responses of each study group for each of the 10 leadership factors. Significant differences are indicated with an asterisk (*) symbol. Table 68 illustrates the responses of each study group on each of the 10 factors in the MLQ. Alberta and California principals' responses to the transformational leadership factors (Charisma, Inspiration, and Intellectual Stimulation) were similar. All three study groups rated the transformational leadership factor, Individualized Consideration, similarly. Charter and California principals differed from their Alberta counterparts on the transactional leadership factor, Contingent Reward. The results indicated Alberta principals perceived themselves to engage in contingent reward practices significantly less than did California and charter school principals. All three groups, however, scored similarly on their responses to the second transactional leadership factor, Management by Exception, as well as the nonleadership factor, Laissez-Faire. The rating of the outcome factor, Extra Effort, was different for each study group. Alberta principals rated this outcome factor as "sometimes"; California principals rated it closer to "fairly often"; charter school principals rated it closer to "frequently, if not always." All three groups scored similarly on the effectiveness outcome factor. California principals responded to the satisfaction factor significantly lower than their Alberta and charter school counterparts.

The four null hypotheses were thoroughly tested within the statistical treatment and data analysis section of this chapter. As one or more significant differences were

Table 68

Principal Group Mean Scores on the 10 Leadership Factors Measured by the MLQ

| Leadership factor | Alberta | California | Charter | Mean | *SD* |
|---|---|---|---|---|---|
| Charisma | 4.022 | 3.917 | 4.487* | 4.412 | .343 |
| Inspiration | 3.952 | 4.190 | 4.557* | 4.233 | .189 |
| Intellectual stimulation | 3.533 | 3.800 | 4.325* | 3.886 | .374 |
| Individualized consideration | 4.176 | 4.267 | 4.272 | 4.238 | .357 |
| Contingent reward | 3.122* | 3.667 | 3.608 | 3.466 | .405 |
| Management by exception | 2.450 | 2.889 | 2.875 | 2.728 | .430 |
| Laissez-faire | 2.006 | 2.167 | 2.000 | 2.056 | 1.373 |
| Extra effort | 3.278 | 3.933 | 4.458* | 3.889 | .508 |
| Effectiveness | 4.292 | 4.150 | 4.278 | 4.246 | .096 |
| Satisfaction | 4.417 | 3.500 | 4.333 | 4.083 | .648 |

*Significant at 95%.

found within the analysis of each of the four null hypotheses, all four null hypotheses were rejected.

Hypothesis 1, No significant differences exist within groups of charter school principals on the scores of the 10 factors of the MLQ, was rejected as significant differences were found in 21 comparisons.

Hypothesis 2, No significant differences exist within groups of Alberta public school principals on the scores of the 10 factors of the MLQ, was rejected as significant differences were found in 19 comparisons.

Hypothesis 3, No significant differences exist within groups of California public school principals on the scores of the 10 factors of the MLQ, was rejected as significant differences were found in 15 comparisons.

Hypothesis 4, No significant differences exist among the mean scores of leadership qualities of charter school principals, California public school principals, and Alberta public school principals on the 10 factors of the MLQ, was rejected as significant differences were found on 5 of the 10 leadership factors.

Chapter 5 contains the summary and discussion of findings, conclusions, and recommendations for further study.

# CHAPTER V

# SUMMARY AND DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

## Introduction

The first section of Chapter V contains an overview of the study which includes the purpose, the theoretical background and literature related to the outcomes of the study, the methodology, and the findings of the study. The second section contains a discussion of the findings and delineates the conclusions drawn from the findings. The final section provides recommendations for further study based on the findings of the research.

## Overview of the Study

The purpose of this study was to examine the similarities and differences in leadership styles among a random sample of principals administering traditional elementary schools in California and Alberta and selected American charter schools. The study also compared the responses of each of the three study groups with one another. The research questions posited in Chapter I are restated in this chapter to focus and guide the discussion and findings of the research instrument. These questions are as follows:

1. Are there differences within the groups of charter school principals on the factors of leadership measured by the MLQ?

2. Are there differences within the groups of Alberta school principals on the factors of leadership measured by the MLQ?

3. Are there differences within the groups of California school principals on the factors of leadership measured by the MLQ?

4. Are there differences among the three groups of principals (charter, California, and Alberta) on the factors of leadership measured by the MLQ?

As outlined in the research questions, the leadership factors measured by the MLQ were the basis for the analysis and comparisons made in this study.

Through the review of the literature, leadership theory was examined to establish an understanding of the leadership factors identified in the MLQ. A review was conducted to provide a brief understanding of the trends and changes in leadership theory over the years. Two main types of leadership styles, transformational and transactional, surfaced from the review process. Each of these styles was further studied to provide more insight into their meaning and descriptors. The literature review also presented insight on the changing role of the principal as they move into the next millennium. The final thrust of the literature review was to provide insight into how and when the charter school concept came to pass in North America.

The four Null hypotheses generated for this study and reported in Chapter III were all rejected. The following discussion comments on the responses of the principal

subject groups in relation to the 10 leadership factors measured by the Multifactor Leadership Questionnaire.

## Findings of the Study

### Hypothesis 1

Hypothesis 1 was developed from the first research question posited in Chapter 1: Are there differences within the groups of charter school principals on the factors of leadership measured by the MLQ? Null Hypothesis 1 stated that no significant differences exist within groups of charter elementary school principals on the scores of the 10 leadership factors of the MLQ. Null Hypothesis 1 was rejected, as significant differences among charter school principals on the ANOVA Repeated Measures test on the "between subjects treatments effect" were found to exist. Comparisons made on the mean scores of the leadership factors measured by the MLQ produced significant findings according to the Scheffe *F*-test. The report on the results of null Hypothesis 1 isolated and focused only on the comparisons that produced a significant finding. Each factor was dealt with individually in relation to the other leadership factors. Responses of the charter school principals indicated a significant difference in the scores between individual leadership factors. Charter principals were aligned in their response to the frequency of their use of the factors; the significant differences were created by the margin of difference when comparing factors to one another. The following is a discussion of the significant differences in the comparison of leadership factors with one another.

**Charisma.** Charisma is a transformational leadership factor that is generally defined with respect to the followers' reactions to the leader, as well as to the leader's behavior. The analysis of leadership factors conducted in Chapter IV revealed a significant difference existed between the mean scores of Charisma and the mean scores of three other leadership factors. A significant difference at the .05 level was revealed in Table 36 with a comparison of the mean score of Charisma (mean = 4.487) with the mean score on contingent reward (mean = 3.658). Charter school principals' responses indicated they aligned most closely with the charismatic leadership descriptors, where their followers saw them as being trustworthy, having referent power, maintaining high standards, and setting challenging goals. The mean score of 4.487 reported in Table 36 indicated the charter school respondents felt they maintained this reaction from their followers close to the "frequently, not always" indicator of 5 on the MLQ Likert scale. Contingent reward leadership practice is described as an interaction between the leader and follower that emphasizes an exchange of rewards or favors when followers meet agreed upon objectives. Charter school responses indicated a significantly lower usage of the transactional factor, contingent reward practice ($\alpha$ = .05), when interacting with their followers within their schools.

The second significant finding was indicated in Table 37 between the leadership factors of Charisma and Management by Exception. A leader exercising Management by Exception methods is described as one who allows the status quo to exist without being addressed. Only when things go wrong will a Management by Exception leader intervene to make some correction. A leader who uses Management by Exception

tactics will reinforce using correction, criticism, negative feedback, and negative contingent reward. Punishment is also used in conjunction with Management by Exception leadership. The charter school respondents to this study indicated they "sometimes" engage in Management by Exception tactics, and they do so significantly less often than their use of charismatic tactics. The difference between the scores of charter school principals on Charisma and Management by Exception was significant at the $\alpha = .05$ level.

The third significant difference occurred between Charisma (mean = 4.487) and Laissez-Faire (mean = 2.125) and was reported in Table 36. A leader exercising Laissez-Faire methods is one who does not lead or does not intervene. A Laissez-Faire leader does not enter into transactions or agreements with followers. Decisions are often delayed; feedback, rewards, and involvement are absent; there is no attempt to motivate followers or to recognize and satisfy their needs. Charter school principals indicated they engage in the avoidance tactics of Laissez-Faire leadership "once in a while." The largest difference was noted between Charisma (mean = 4.487) and Laissez-Faire (mean = 2.215). Charisma is the transformational leadership factor which received the highest rating from charter school principals. Laissez-Faire is the factor that relates to an absence or lack of leadership according to the Multifactor Leadership Questionnaire. This difference is not surprising when one considers the collaborative decision-making environment in which charter school principals perform their duties.

**Inspiration.** Inspiration is a transformational leadership factor that is generally defined as a leader who provides symbols and simplified emotional appeals to increase awareness and understanding of mutually desired goals. Inspirational leadership may or may not overlap with charismatic leadership, depending on how much the followers seek to identify with the leader. The analysis of leadership factors conducted in Chapter IV revealed significant differences existed between the mean scores of Inspiration and the mean scores of three other leadership factors. The first significant pairing displayed in Table 37 was the comparison of Inspiration mean scores with the mean scores on Contingent Reward. The mean score of 4.565 on the Inspirational Leadership factor reported in Table 36 indicated the charter school respondents felt they align with the Inspirational Leadership indicators close to "frequently, not always" as measured on the MLQ Likert scale.

Contingent reward leadership was described earlier in this chapter. The mean score of 3.658 reported in Table 35 indicated charter school principals felt they "sometimes" utilize this leadership factor. The difference in the means of inspiration and contingent reward was significant at the $\alpha = .05$ level.

The second significant difference occurred between Inspiration (mean = 4.565) and Management by Exception (mean = 3.613) as reported in Table 36. A leader exercising Management by Exception methods was described earlier in this chapter. The charter school respondents to this study indicated they "sometimes" engage in Management by Exception tactics, and they did so significantly less often than their use

of inspirational tactics. The difference between the scores of charter school principals on Inspiration and Management by Exception was significant at the $\alpha = .05$ level.

The third significant difference occurred between inspiration (mean = 4.565) and Laissez-Faire (mean = 2.125) as noted in Table 36. A leader exercising Laissez-Faire methods was described earlier in this chapter. Charter school principals indicated they engage in the avoidance tactics of Laissez-Faire leadership "once in a while." As described earlier, the largest difference occurred between the transformational factor Inspiration and the nonleadership factor, Laissez-Faire.

**Intellectual Stimulation.** Intellectual Stimulation is a transformational leadership factor that describes a leader who encourages followers to question their old way of doing things or to break with the past. Followers are supported for questioning their own values, beliefs, and expectations, as well as those of the leader and organization. Followers are also supported for thinking on their own, addressing challenges, and considering creative ways to develop themselves. The analysis of leadership factors conducted in Chapter IV revealed significant differences existed between the mean scores of Intellectual Stimulation and the mean scores of three other leadership factors. The first significant pairing displayed in Table 37 was the comparison of Intellectual Stimulation mean score with the mean score on Contingent Reward. The mean score of 4.338 reported in Table 36 indicates charter school respondents felt they align with the Intellectual Stimulation leadership indicators close to "fairly often" as measured on the MLQ Likert scale.

Contingent Reward leadership was described earlier in this chapter. The mean score of 3.658 reported in Table 36 indicated charter school principals felt they "sometimes" utilize this leadership factor. The difference in the means of Intellectual Stimulation and Contingent Reward was significant at the $\alpha = .05$ level.

The second significant difference occurred between Intellectual Stimulation (mean = 4.338) and Management by Exception (mean = 3.013) as outlined in Table 36. The charter school respondents to this study indicated they "sometimes" engage in Management by Exception tactics and they did so significantly less often than their use of Intellectual Stimulation tactics. The difference between the scores of charter school principals on Intellectual Stimulation and Management by Exception was significant at the $\alpha = .05$ level.

The third significant difference occurred between Intellectual Stimulation (mean = 4.338) and Laissez-Faire (mean = 2.125) and was included in Table 36. Charter school principals indicated they engage in the avoidance tactics of Laissez-Faire leadership "once in a while." This comparison produced the biggest difference between Intellectual Stimulation and other factors and was significant at the $\alpha = .05$ level.

**Individualized Consideration.** Individualized Consideration is a transformational leadership factor. An Individualized Consideration leader is described as a leader who creates an environment in which followers are treated differently, but equitably, on a one-to-one basis. Not only are their needs recognized and perspectives raised, but their means of more effectively dealing with goals and challenges are addressed. With

Individualized Consideration, assignments are delegated to followers to provide learning opportunities. The analysis of leadership factors conducted in Chapter IV revealed a significant differences exists between the mean score of Individualized Consideration and the mean scores of three other leadership factors. The first significant pairing reported in Table 36 was the comparison of Individualized Consideration mean scores with the mean scores of Contingent Reward. Table 36 indicated the charter school respondents felt they align with the Individualized Consideration leadership factor (mean = 4.338) close to "fairly often" as measured on the MLQ Likert scale.

Contingent Reward leadership was described earlier in this chapter. The mean score of 3.658 reported in Table 36 suggests charter school principals felt they "sometimes" utilize this leadership factor. The difference in the means of Individualized Consideration and Contingent Reward was significant at the $\alpha = .05$ level.

The second significant difference occurred between Individualized Consideration (mean = 4.338) and Management by Exception (mean = 3.013), according to the Scheffe *F*-test reported in Table 37. The charter school respondents to this study indicated they "sometimes" engage in Management by Exception tactics, and they do so significantly less frequently than they use Individualized Consideration tactics. The difference between the scores of charter school principals on Individualized Consideration and Management by Exception was significant at the $\alpha = .05$ level.

According to the Scheffe *F*-test results reported in Table 38, a significant difference occurred between Individualized Consideration (mean = 4.338) and

Laissez-Faire (mean = 2.125). Charter school principals indicated they engage in the avoidance tactics of Laissez-Faire leadership "once in a while." This comparison produced the biggest difference between Individualized Consideration and other factors and was significant at the $\alpha = .05$ level.

**Contingent Reward.** The response of charter school principals to the transactional factor, Contingent Reward, produced significant differences when compared to the remaining leadership factors. The discussion of Contingent Reward comparisons with the four transformational factors was completed earlier in this section. The remaining comparisons will be discussed separately by leadership factor.

Charter school principals' contingent reward scores were significant at the $\alpha = .05$ level when compared with the Management by Exception leadership factor as reported in Table 37. The mean score of 3.658 reported in Table 36 indicates the charter school respondents felt they align with the Contingent Reward leadership indicators close to "fairly often" as measured on the MLQ Likert scale. The mean score of 3.013 on the Management by Exception factor in Table 36 indicated that charter school principals "sometimes" engaged in Management by Exception practices as measured by the MLQ Likert scale.

Table 39 reported a significant difference between the scores of charter school principals on the Contingent Reward factor and the Laissez-Faire factor. Comparison of the mean score of Contingent Reward (mean = 3.658) with the mean score of Laissez-Faire (mean = 2.125) reported in Table 36 revealed more frequent charter

school use of Contingent Reward behaviors. This difference was significant at the $\alpha = .05$ level.

Further significance between Contingent Reward and each of the three outcome factors was also revealed and reported in Table 40. The mean score of the first outcome factor, Extra Effort (mean = 4.458), produced a significant difference with the Contingent Reward mean score (mean = 3.658) reported earlier.

Extra Effort is an outcome measure that reflects the extent to which the coworkers or followers exert effort beyond the ordinary as a consequence of the leadership. Charter school principals feel they elicit this effort from their followers close to "frequently, not always" scale as measured by the MLQ. This score was significantly higher than their scores on their use of contingent reward tactics. The difference was significant at the $\alpha = .05$ level.

Significance was also revealed between Contingent Reward and the second outcome measure, Effectiveness. Effectiveness reflects a leader's effectiveness as seen by both self and others in four areas: (a) meeting the job-related needs of followers, (b) representing followers' needs to higher level managers, (c) contributing to organizational effectiveness, and (d) performance by the leader work group. The Effectiveness mean score (mean = 4.250) indicates charter school principals feel they achieve effectiveness "fairly often" as measured by the MLQ. Investigation also revealed they achieve effectiveness significantly more than their engagement in Contingent Reward (mean = 3.658) tactics. The difference was found to be significant at the $\alpha = .05$ level.

The final significant comparison with Contingent Reward was with the third outcome factor, Satisfaction. Satisfaction reflects how satisfied both leader and coworkers or followers are with the leader's style and methods, as well as how satisfied they are in general with the leader. The charter school principals' response to the satisfaction factor (mean = 4.250) reported in Table 36 was significantly higher than their scores on the Contingent Reward factor. Charter school principals felt their followers were satisfied slightly more than "fairly often" as measured by the MLQ. The difference was found to be significant at the $\alpha = .05$ level.

**Management by Exception.** Investigation of the comparisons between Management by Exception and other leadership factors produced significant differences in all cases. The significant pairings with the four transformational factors and the other transactional leadership factor were discussed earlier in this section. A description of the Management by Exception factor was also stated earlier in this section. The following discussion will focus on the remaining significant pairings with the Management by Exception factor.

As reported in Table 39, a significant difference exists between the two leadership factors Management by Exception and Laissez-Faire. Investigation of the mean scores of Management by Exception (3.013) and Laissez-Faire (2.125) revealed charter school principals engaged in Management by Exception methods more than Laissez-Faire methods. As reported earlier, charter school principals felt they "sometimes" engaged in Management by Exception tactics. The difference was found to be significant at the $\alpha = .05$ level.

Comparison of the mean score on the Management by Exception leadership factor of charter school principals also revealed significance differences with each of the three outcome measures as reported in Table 40. The Management by Exception mean score (3.013) was significantly lower than the score on the Extra Effort factor (4.458). Charter school principals felt they received extra effort from their followers more than "frequently, not always" as measured by the MLQ.

Table 40 also reported significant differences between Management by Exception and Effectiveness. Investigation of the mean scores reported in Table 36 shows charter school principals see themselves achieving Effectiveness (mean = 4.250) more than they engage in Management by Exception (mean = 3.013) strategies. The difference was found to be significant at the $\alpha = .05$ level.

The final significant pairing was between Management by Exception and the third outcome factor, Satisfaction (mean = 4.250), as reported in Table 40. Charter school principals felt their followers were satisfied "fairly often" as measured by the MLQ. The difference was found to be significant at the $\alpha = .05$ level.

**Laissez-Faire.** Charter school principal scores resulted in significant differences between the Laissez-Faire factor and all other leadership factors. The significance differences between Laissez-Faire and both the transformational and transactional leadership factors were discussed earlier in this section. The following discussion will center on the significant difference between the Laissez-Faire factor and the three outcome factors as reported in Table 41.

An investigation of the mean scores of Laissez-Faire (mean = 2.125) and the outcome factor Extra Effort (mean = 4.458) was conducted and reported as significant in Chapter IV. Charter school principals felt their followers exhibit Extra Effort close to "frequently, not always" as measured by the MLQ. The difference was found to be significant at the $\alpha = .05$ level.

Comparison of the Laissez-Faire factor and the Effectiveness factor also revealed charter school principals scored their Effectiveness (mean = 4.250) significantly higher than their use of Laissez-Faire methods. The difference was found to be significant at the $\alpha = .05$ level.

The final significant pairing was between the Laissez-Faire factor and the Satisfaction factor. Charter school principals scored their followers' Satisfaction (mean = 4.250) to be higher than their use of Laissez-Faire methods. The difference was found to be significant at the $\alpha = .05$ level.

The within groups scores of charter school principals produced significant findings on several of the leadership factors identified for this study. The identified significance requires the rejection of Null Hypothesis 1, which stated no significant differences exists within groups of charter school principals on the scores of the 10 factors of the MLQ.

The analysis of the responses of charter school principals show they view themselves as strong educational leaders. Of the leadership style exercised, transformational leadership significantly outranks transactional leadership. Their low scoring on the nonleadership factor, Laissez-Faire, indicated they rarely operate without providing

leadership to their followers. The most prevalent of the leadership factors chosen by charter principals were Inspiration and Charisma. This response suggests an overlap of the two factors, wherein charter school prinicpals develop an attainable mission and vision for their schools while providing followers with symbols and emotional appeals to increase their awareness and understanding of those goals. They viewed themselves to be trusted by their followers. They held high standards and set challenging goals for their followers. To visualize the responses of charter school principals to the 10 leadership factors measured by the MLQ, the mean scores are displayed in Figure 3.

Figure 3 provides a clear picture of the perceptions of charter school principals in gauging their leadership style. The outcomes measured by the MLQ, Extra Effort, Effectiveness, and Satisfaction, were also rated very highly by charter school principals.

Charter school principals clearly viewed themselves as transformational leaders. When one examines the mandate and structure of charter schools, there is little surprise their principals are transformational leaders. Charter principals are hired by a collaborative team of teachers, parents, and, sometimes, students. It is clear from the interview to the acquisition of the principalship that they are accountable to their stakeholders. As a result of the organizational structure of charter schools, charter principals operate more like CEOs of organizations in both their leadership within the school and in their accountability to their charter school councils. Charter principals must work collaboratively with all their stakeholder groups to maintain a high standard of education within their schools. Transformational leadership aligns best with the

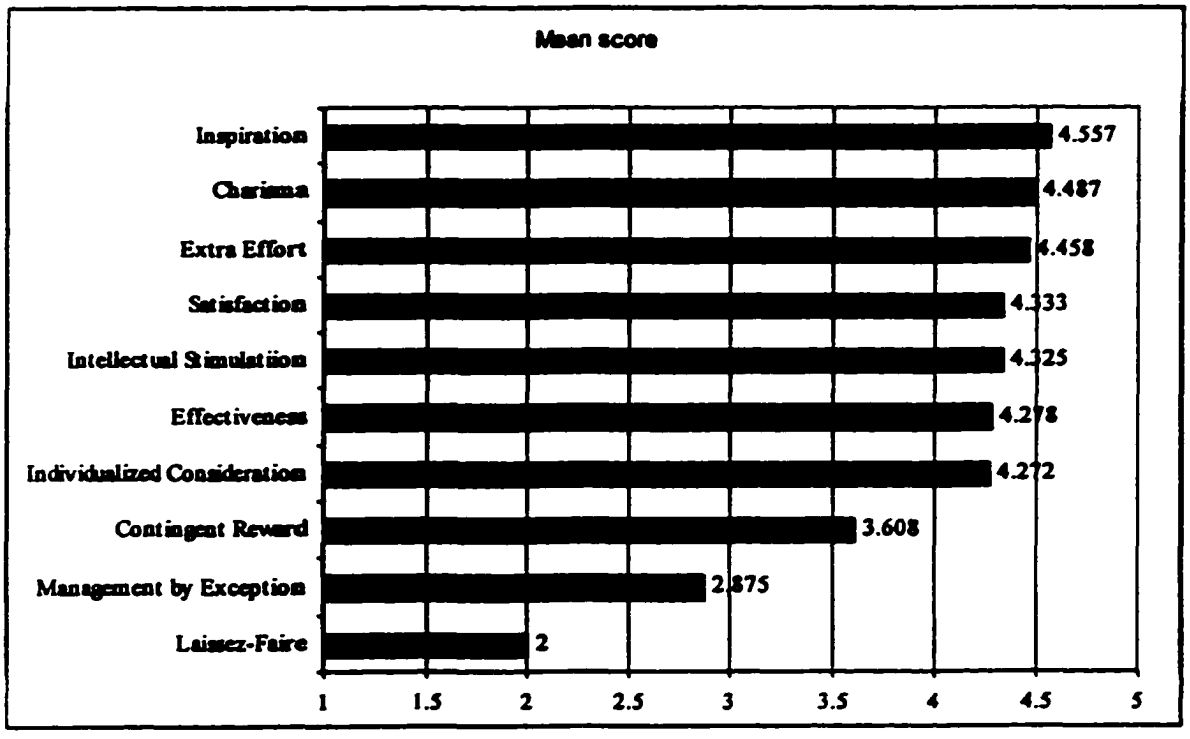


Figure 3. Mean scores of charter school principals on the leadership factors measured by the MLQ.

educational environment of charter schools. It is a leadership style which involves staff in collaborative goal setting and which shares leadership with others by delegating power and involving the school community in the educational process. Given these descriptors, it is not surprising that charter school principals strongly favored transformational leadership as their leadership style.

**Hypothesis 2**

Hypothesis 2 was developed to address the second research question posited in Chapter 1: Are there differences within groups of Alberta school principals on the factors of leadership measured by the MLQ? Null Hypothesis 2 (using $\alpha = .05$) stated that no significant differences exist within groups of Alberta public elementary school principals on the scores of the 10 leadership factors of the MLQ. Null Hypothesis 2 was rejected, as significant differences among Alberta school principals on the ANOVA Repeated Measures test on the "between subjects treatments effect" were found to exist. Comparisons made between the mean scores on the leadership factors measured by the MLQ showed significant differences according to the Scheffe *F*-test reported in Tables 46 through 50. The report on the results of Hypothesis 2 isolated and focused solely on the comparisons that produced a significant finding. The following is a discussion of the significant differences in the comparison of leadership factors with one another.

**Charisma.** Charisma is a transformational leadership factor. The analysis of leadership factors conducted in Chapter IV revealed a significant difference existed

between the mean score of charisma (4.022) and the mean scores on two other leadership factors. According to the Scheffe *F*-test displayed in Table 46, a significant difference occurred between Charisma (mean = 4.022), Management by Exception (mean = 2.450), and Laissez-Faire (mean = 2.112). Alberta prinicipals gave Management by Exception tactics a score between 2, "once in a while," and 3, "sometimes," according to the MLQ Likert scale. It is not surprising to see the significant difference between the transformational leadership factor, Charisma, and the transactional leadership factor, Management by Exception, as Alberta principals are immersed in an educational environment which focuses on Site Based Decision Making and collaborative planning. Alberta education requires their schools to operate school councils comprised of parents, teachers, business representatives, and, sometimes, students. The additional expectations of the development of mission statements, annual and 3-year goals statements forces Alberta principals to operate more as transformational than transactional leaders. As a result, investigation also shows they feel they engage in Management by Exception practices significantly less often than their use of charismatic tactics. Alberta school principals indicated they engaged in the avoidance tactics of Laissez-Faire leadership close to 2, "once in a while," according to the Likert scale. This finding is not surprising given the educational environment of Alberta principals discussed above. The differences were significant at the $\alpha = .05$ level.

**Inspiration.** Inspiration is a transformational leadership factor. The analysis of leadership factors conducted in Chapter IV revealed that a significant difference existed between the mean score of Inspiration (3.952) and the mean scores of two other

leadership factors, Management by Exception (mean = 2.450), and Laissez-Faire (mean = 2.112), according to the Scheffe *F*-test. Both differences were significant at the $\alpha = .05$ level.

**Intellectual Stimulation.** Intellectual Stimulation is a transformational leadership factor. The analysis of leadership factors conducted in Chapter IV revealed a significant difference existed between the mean score of Intellectual Stimulation (3.533) and the mean scores of two other leadership factors, Management by Exception (mean = 2.450), and Laissez-Faire (mean = 2.112), according to the Scheffe *F*-test reported in Table 46. The Alberta school respondents to this study indicated they engaged in Management by Exception tactics between "once in a while" and "sometimes" as measured by the MLQ Likert scale. Investigation also revealed Management by Exception scores were significantly lower than their intellectual stimulation scores.

Alberta school principals indicated the engage in the avoidance tactics of Laissez-Faire leadership, "once in a while." Both differences were significant at the $\alpha = .05$ level.

**Individualized Consideration.** Individualized Consideration is a transformational leadership factor. The analysis of leadership factors conducted in Chapter IV revealed a significant difference existed between the mean score of Individualized Consideration and the mean scores of three other leadership factors. The first significant pairing displayed in Table 46 was the comparison of the Individualized Consideration mean score with the mean score on Contingent Reward. The mean score of 4.176

reported in Table 45 indicates that Alberta school respondents felt they aligned with the Individualized Consideration leadership indicators close to "fairly often" as measured on the MLQ Likert scale.

The mean score of Contingent Reward (3.122) reported in Table 45 indicated Alberta school principals felt they "sometimes" utilized this leadership factor. The difference in the means of Individualized Consideration and Contingent Reward was significant at the $\alpha = .05$ level.

The second significant difference occurred between Individualized Consideration (mean = 4.176) and Management by Exception (mean = 2.450). The Alberta school respondents to this study indicated they engaged in Management by Exception tactics between "once in a while" and "sometimes" as measured by the MLQ. The difference between the scores of Alberta school principals on Individualized Consideration and Management by Exception was significant at the $\alpha = .05$ level.

The third significant difference occurred between Individualized Consideration (mean = 4.176) and Laissez-Faire (mean = 2.112). Alberta school principals indicated, by their responses, that they engaged in the avoidance tactics of Laissez-Faire leadership "once in a while." This comparison produced the biggest difference between individualized consideration and other factors and was significant at the ° = .05 level.

**Contingent Reward.** The response of Alberta school principals to the transactional factor, Contingent Reward, produced significant differences when compared to four other leadership factors: Individualized Consideration, Laissez-Faire, Satisfaction,

and Effectiveness. Discussion of Contingent Reward comparisons with the transformational factor, Individualized Consideration, was completed earlier in this section. Following is a discussion of Contingent Reward compared with the remaining leadership factors, Laissez-Faire, Satisfaction, and Effectiveness.

Table 48 reported a significant difference between the scores of Alberta school principals on the Contingent Reward factor and the Laissez-Faire factor. Investigation of the mean score of Contingent Reward (3.122) with the mean score of Laissez-Faire (2.112) reported in Table 45 revealed more frequent use of Contingent Reward behaviors than nonleadership or Laissez-Faire behaviors by Alberta school principals. This difference was significant at the $\alpha = .05$ level.

Further significance between Contingent Reward and two of the three outcome factors was also revealed and reported in Table 49. The mean score of the outcome factor, Effectiveness (4.417), produced a significant finding. Effectiveness attributes were discussed earlier in this chapter. The Effectiveness mean score (4.417) indicated Alberta school principals achieve effectiveness "fairly often" as measured by the MLQ. Investigation also revealed they achieve effectiveness significantly more than their engagement in Contingent Reward tactics. The difference was found to be significant at the $\alpha = .05$ level.

The final significant comparison with contingent reward was with the outcome factor, Satisfaction (mean = 4.292). Satisfaction attributes were also discussed earlier in this chapter. Alberta school principals' mean score on Satisfaction (4.292) reported in Table 45 was significantly higher than their score on the Contingent Reward factor.

Alberta school principals felt their followers were satisfied between "fairly often" and "frequently, not always" as measured by the MLQ. The difference between Contingent Reward and Satisfaction was found to be significant at the $\alpha = .05$ level.

**Management by Exception.** Investigation of the comparisons between Management by Exception and the other leadership factors produced significant differences in six cases. The significant pairings with the four transformational factors and the other transactional leadership factor were discussed earlier in this section. The following discussion focuses on the remaining significant pairings with the Management by Exception factor.

Comparison of the mean scores of Alberta school principals revealed significance on two of the three outcome measures, Effectiveness and Satisfaction, as reported in Table 49, at the $\alpha = .05$ level.

Investigation of the mean scores reported in Table 45 showed Alberta school principals saw themselves achieving Effectiveness (mean = 4.292) more than they engaged in Management by Exception (mean = 2.450) strategies.

The final significant pairing with Management by Exception was with the third outcome factor, Satisfaction (mean = 4.417), reported in Table 49. Alberta school principals felt their followers were satisfied more than "fairly often" as measured by the MLQ; the difference was found to be significant at the $\alpha = .05$ level.

**Laissez-Faire.** Alberta school principal scores resulted in significant differences between the Laissez-Faire factor and other leadership factors. The significant

differences between Laissez-Faire and the four transformational leadership factors, Charisma, Inspiration, Intellectual Stimulation, and Individualized Consideration, were discussed earlier. The significant differences between the transactional leadership factor, Contingent Reward, was also discussed. The following discussion centers on the significant difference between the Laissez-Faire factor and the three outcome factors as reported in Table 50.

An investigation of the mean scores of Laissez-Faire (mean = 2.112) and the outcome factor Extra Effort (mean = 3.278) was conducted and reported in Chapter IV. Alberta school principals felt that their followers exhibited Extra Effort close to "sometimes" as measured by the MLQ. The difference was found to be significant at the $\alpha = .05$ level.

Comparison of the Laissez-Faire factor and the Effectiveness factor also revealed that Alberta school principals scored their Effectiveness (mean = 4.417) significantly higher than their use of Laissez-Faire methods. Alberta school principals scored their followers' Satisfaction (mean = 4.292) higher than their use of Laissez-Faire methods. Both differences were found to be significant at the $\alpha = .05$ level.

Alberta principals' responses to the outcomes measures of the MLQ also produced significant differences. The mean comparisons reported in Table 45 show a singificantly higher alignment of Alberta principals with the achievement of Satisfaction (4.292) and Effectiveness (4.417) from their followers when compared to the Extra Effort (3.278) their followers exhibit.

The within groups scores of Alberta school principals produced significant findings on several of the leadership factors utilized in this study. The identified significance requires the rejection of Null Hypothesis 2, which stated that no significant differences existed within groups of Alberta public school principals on the scores of the 10 factors of the MLQ. Figure 4 provides a graphic view of the responses of Alberta school principals on the leadership factors measured by the MLQ.

The analysis of Alberta school principals' responses to the leadership factors measured by the MLQ creates a profile of these principals' perceptions of their leadership practices and the outcomes those practices elicited from their followers. Alberta principals felt that they elicited strong responses from their followers in the areas of effectiveness and satisfaction. As described in Chapter 1, effectiveness reflects the principals view of their ability to: (a) meet the job-related needs of their followers; (b) their ability to represent the needs of their followers to higher level managers; (c) their contribution to the effectiveness of the organization; and (d) the performance of principal work groups. Satisfaction outcomes relate to the level of contentment of the followers with the principals' style and methods as well as how satisfied they were with the leader in general. Alberta principals felt they elicited effectiveness and satisfaction from their followers significantly more often than they elicited extra effort.

Examination and analysis suggests that Alberta school principals primarily used a transformational leadership style in their interaction with their followers. The most prevalent transformational factors utilized were Individualized Consideration, Charisma, and Inspiration, respectively. These responses led one to envision Alberta

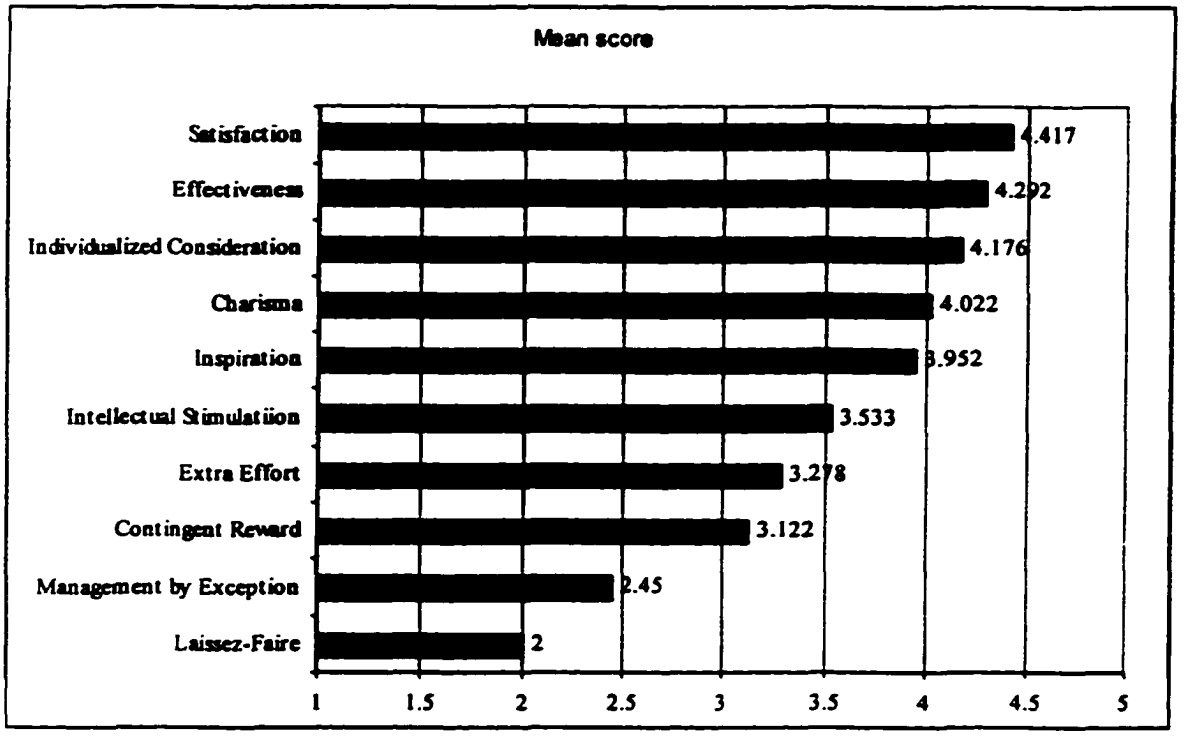


Figure 4. Means scores of Alberta school principals on the leadership factors measured by the MLQ.

schools as places where principals involve their followers in the decision making process (Leithwood, 1992; Liontos, 1992). Transformational principals create an environment where followers are encouraged to question the old way of doing things, are comfortable with change, and have the skills and desire to work with changes to make their schools more effective.

**Hypothesis 3**

Hypothesis 3 was developed to address the third research question posited in Chapter 1: Are there differences within groups of California school principals on the factors of leadership measured by the MLQ? Null Hypothesis 3 stated that no significant differences exist within groups of California elementary public school principals on the scores of the 10 leadership factors of the MLQ. Null Hypothesis 3 was rejected, as significant differences among California public school principals on the ANOVA Repeated Measures test on the "between subjects treatments effect" were found to exist. Comparisons made on the mean scores on the leadership factors produced significant findings on the Scheffe *F*-test. The report on the results according to Hypothesis 3 isolated only on the comparisons that produced significant findings. Each factor was dealt with individually in relation to the other leadership factors. Significant differences between leadership factors suggests that the respondents' perception of their use or nonuse of certain leadership factors were similar. The significant differences occurred in the gap between the scores of the leadership factors when compared to each other.

**Charisma.** Charisma is a transformational leadership factor. The analysis of leadership factors conducted in Chapter IV and recorded in Table 54 revealed that significant differences ($\alpha = .05$) existed between the mean score of Charisma (3.917) and the mean scores of two other leadership factors, Management by Exception (2.859) and Laissez-Faire (2.317). California school principals indicated by their responses that they more closely aligned with the charismatic leadership factors described earlier in this chapter. The mean score of 3.917 on the Charisma factor reported in Table 54 indicated that California public school respondents felt they utilized this factor in their interaction with their followers close to 4, "fairly often," as measured by the MLQ Likert scale.

Table 56 showed a second significant difference occurred between Charisma (mean = 3.917) and Laissez-Faire (mean = 2.167). California public school principals indicated that they engaged in the avoidance tactics associated with Laissez-Faire leadership only "once in a while." This comparison was significant at the $\alpha = .05$ level.

**Inspiration.** Inspiration is a transformational leadership factor. The analysis of leadership factors conducted in Chapter IV revealed a significant difference existed between the mean score of Inspiration and the mean scores of two other leadership factors, Management by Exception (2.859) and Laissez-Faire (2.317).

A significant difference occurred between Inspiration (mean = 4.190) and Management by Exception (mean = 2.859). The difference indicated that California principals felt they engaged in transformation leadership significantly more often than

the negative exchange indicated by the transactional factor, Management by Exception. The difference between the scores of California public school principals on Inspiration and Management was significant at the $\alpha = .05$ level.

Another significant difference reported in Table 56 was found to exist between Inspiration (mean = 4.190) and Laissez-Faire (mean = 2.317). An example of a leader exercising Laissez-Faire methods was described earlier in this chapter. California school principals indicated that they engaged in the avoidance tactics of Laissez-Faire leadership "once in a while." This comparison between Inspiration and Laissez-Faire was significant at the $\alpha = .05$ level.

**Intellectual Stimulation.** Intellectual Stimulation is a transformational leadership factor. The analysis of leadership factors conducted in Chapter IV revealed significant differences existed between the mean scores of Intellectual Stimulation and the mean scores of two other leadership factors. The first significant difference occurred between Intellectual Stimulation (mean = 3.850) and Management by Exception (mean = 2.859). The California school respondents to this study indicated that they engaged in Management by Exception tactics "sometimes" as measured by the MLQ. Investigation also revealed that Management by Exception scores were significantly less than their Intellectual Stimulation scores. The difference between the scores of California public school principals on Intellectual Stimulation and Management by Exception was significant at the $\alpha = .05$ level.

The second significant difference occurred between Intellectual Stimulation (mean = 3.850) and Laissez-Faire (mean = 2.317). California public school principals

indicated that they engaged in the avoidance tactics of Laissez-Faire leadership "once in a while." The comparison between Intellectual Stimulation and Laissez-Faire was significant at the $\alpha = .05$ level.

**Individualized Consideration.** Individualized Consideration is a transformational leadership factor. The analysis of leadership factors conducted in Chapter IV revealed that significant differences existed between the mean score of Individualized Consideration and the mean scores of two other leadership factors, Management by Exception (2.859) and Laissez-Faire (2.317).

A significant difference occurred between Individualized Consideration (mean = 4.267) and Management by Exception (mean = 2.859). The California public school respondents to this study indicated they engaged in Management by Exception tactics "sometimes" as measured by the MLQ Likert scale. The difference between the scores of California public school principals on Individualized Consideration and Management by Exception was significant at the $\alpha = .05$ level.

Another significant difference occurred between Individualized Consideration (mean = 4.267) and Laissez-Faire (mean = 2.317). California public school principals indicated that they engaged in the avoidance tactics of Laissez-Faire leadership "once in a while." This comparison between Individualized Consideration and Laissez-Faire was significant at the $\alpha = .05$ level.

**Contingent Reward.** The response of California public school principals to the transactional factor, Contingent Reward, produced a significant difference when

compared to only one other leadership factor, Laissez-Faire. Table 57 reported a significant difference between the scores of California school principals on the Contingent Reward (3.667) factor compared to the scores on the Laissez-Faire (2.317) leadership factor. Investigation of the mean score of Contingent Reward (3.667) with the mean score of Laissez-Faire (2.317) reported in Table 54 revealed more frequent use of Contingent Reward behaviors than Laissez-Faire behaviors by California public school principals. This difference was significant at the $\alpha = .05$ level.

**Management by Exception.** Investigation of the comparisons between Management by Exception and the other leadership factors produced significant differences in six cases. The significant pairings with the four transformational factors and the other transactional leadership factor were discussed earlier in this section. The following discussion focuses on the remaining significant pairings with the Management by Exception factor.

Comparison of the mean scores of California public school principals revealed significance ($\alpha = .05$) on two of the three outcome measures as reported in Table 57. The Management by Exception mean score (2.859) was significantly lower than the score on the Extra Effort factor (4.125). Extra effort is one of three factors that measure the outcomes or results of the leadership style being exercised by the leader. The MLQ describes extra effort as the extent to which coworkers or followers exert effort beyond the ordinary. California public school principals felt that they "sometimes" received Extra Effort from their followers as measured by the MLQ.

Table 58 also reported a significant difference between Management by Exception and Effectiveness. Investigation of the mean scores reported in Table 54 shows California school principals see themselves achieving Effectiveness (mean = 4.125) more than they engaged in Management by Exception (mean = 2.859) strategies. The difference was found to be significant at the $\alpha = .05$ level.

**Laissez-Faire.** California school principal scores resulted in significant differences between the Laissez-Faire factor and other leadership factors. The significance differences between Laissez-Faire and both the transformational and transactional leadership factors were discussed earlier in this section. The following discussion centers on the significant difference between the Laissez-Faire factor and the three outcome factors as reported in Table 59.

Investigation of the mean scores of Laissez-Faire (mean = 2.317) and the outcome factor extra effort (mean = 3.933) was conducted and reported in Table 54 in Chapter IV. California public school principals felt that their followers exhibited Extra Effort close to "fairly often" as measured by the MLQ. Comparison of the Laissez-Faire factor and the Effectiveness factor also revealed that California public school principals scored their Effectiveness (mean = 4.125) significantly higher than their use of Laissez-Faire (mean = 2.317) methods. The final significant pairing was between the Laissez-Faire factor and the Satisfaction factor. California public school principals scored their followers' Satisfaction (mean = 3.750) to be higher than their use of Laissez-Faire methods. The differences were found to be significant at the $\alpha = .05$ level.

The within groups scores of California public school principals produced significant findings on several of the leadership factors identified for this study. The identified significance resulted in the rejection of Null Hypothesis 3, which states that there will be no significant differences within groups of California public school principals on the scores of the 10 factors of the MLQ. Figure 5 provides a graphic comparison of the responses of California elementary school principals on the 10 leadership factors measured by the MLQ.

Figure 5 shows the rank order of California principals' responses on each of the 10 leadership factors measured by the MLQ. The principals indicated, by their responses, that they primarily engaged in a transformational leadership style. There is some evidence that transactional leadership tactics were used from time to time. There are two transactional leadership factors measured by the MLQ, Contingent Reward and Management by Exception. Although California principals tended to be more transformational, they did employ the transactional factor, Contingent Reward, from time to time. Contingent Reward involves a positive exchange between the leader and follower. Incentive programs, individual teacher rewards, and school performance initiatives are examples of a positive exchange. California principals did not indicate that they utilized Contingent Reward as an integral part of their leadership style. Contingent Reward is a measure of a negative exchange between the leader and follower. These negative exchanges or punishments did not seem to be popular among the California principals responding to this study. The least used factor or tactic among California school principals was Laissez-Faire, the nonleadership descriptor.

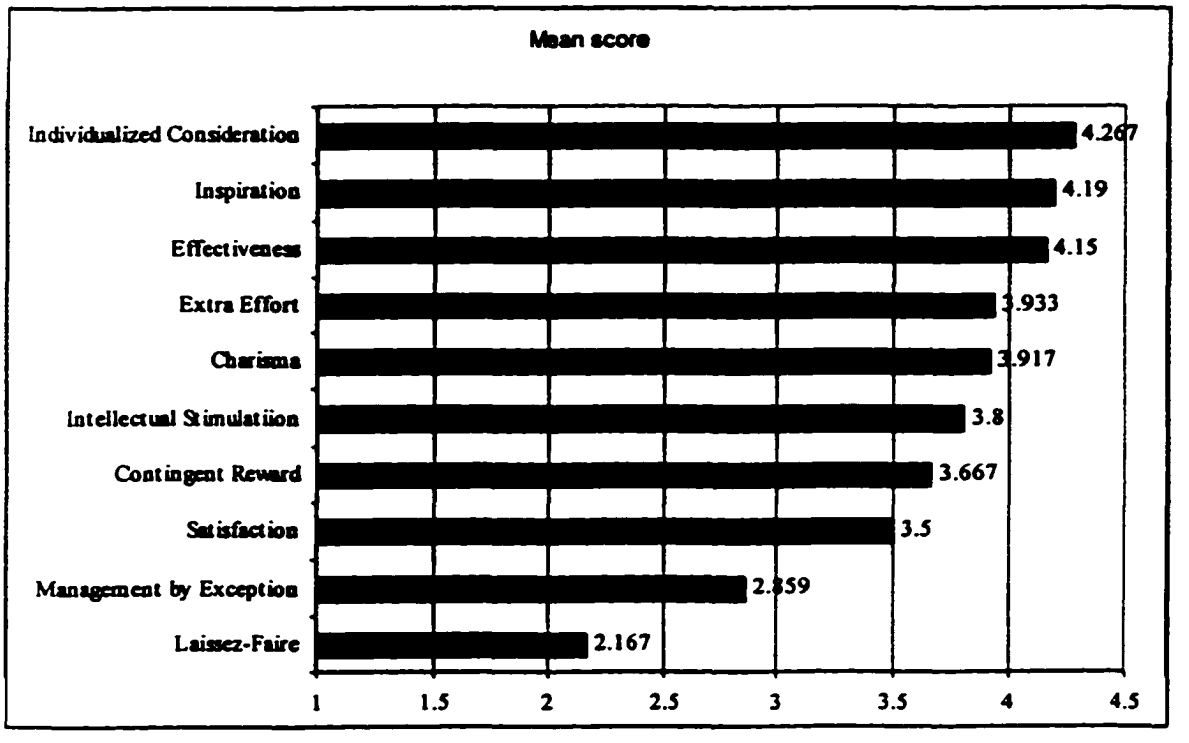


Figure 5. Mean scores of California public elementary school principals on the 10 leadership factors of the MLQ.

**Hypothesis 4**

Hypothesis 4 was developed to address the fourth research question posited in Chapter 1: Are there differences between groups of principals (charter, California, and Alberta) on the factors of leadership measured by the MLQ? Null Hypothesis 4 stated that no significant differences exist between the mean scores of charter elementary school principals, California elementary school principals, and Alberta elementary school principals on the 10 leadership factors of the MLQ. Null Hypothesis 4 was rejected, as significant differences were found to exist between the mean scores of principal groups on the ANOVA Repeated Measures tests reported in Chapter IV. Comparisons made on the mean scores on the leadership factors measured by the MLQ produced significant findings according to the Scheffe *F*-test. The report on the results of Hypothesis 4 focused only on the comparisons that produced a significant finding. Each factor was considered individually in relation to the other leadership factors.

Analysis of the responses within each of the three study groups revealed significant differences among comparisons of the 10 individual leadership factors. The differences are not surprising when one considers the collaborative nature of transformational leadership and negative and positive exchanges prevalent in transactional leadership. The survey instrument is designed to determine the respondents' alignment with and use of three main leadership styles and outcomes as outlined in the survey instrument: transformational, transactional, nonleadership, and outcomes measures. The transformational leadership factors of Charisma, Inspiration, Intellectual Stimulation, and Individual Consideration comprise the transformational leadership factors.

The transactional leadership factors are Contingent Reward and Management by Exception. Laissez-Faire is the only factor relating to the nonleadership category. The three outcome factors are Extra Effort, Effectiveness, and Satisfaction.

Significance is determined by the difference in the mean scores of the three principal groups when compared with each leadership factor. Each of the 10 leadership factors is examined and discussed in relation to its significance among the three study groups in the following text.

**Charisma.** According to Table 3, there was a significant difference $F(2,39) = 10.287$, $p = .0003$ among the respondents to the survey on the Charisma factor. Further investigation, reported in Table 5, revealed the significant difference to be between charter school leaders and both Alberta and California school principals.

The mean difference between Alberta and charter school principals' rating of Charisma reported in Table 5 was -.465. This score indicates that charter school leaders responded higher on the scale than Alberta school principals in their evaluation of their use of charismatic leadership behaviors. This finding suggests that charter school leaders perceive themselves to be more trusted by their followers than Alberta school principals' perceptions. The findings also suggest that charter school leaders perceived themselves as having an attainable mission and vision, holding high standards, and setting challenging goals for their followers.

The mean difference between California and charter school principals' rating of Charisma reported in Table 5 was -.57. This score indicates that California public

school principals scored themselves significantly lower on the use of charismatic leadership behaviors.

**Inspiration.** According to Table 5, there was a significant difference $F(2,39) = 6.464$, $p = .0039$ among the respondents to the survey on the Inspiration factor. Further investigation, reported in Table 8, revealed the only significant difference to be between charter school leaders and Alberta school principals.

The mean difference between Alberta and Charter school principals' rating of Inspiration reported in Table 8 was -.604. This reading indicates that charter school leaders responded higher on the scale than did Alberta school principals in their evaluation of their use of inspirational leadership behavior. This finding suggests that charter school leaders perceived themselves to be more able to provide followers with symbols and simplified emotional appeals than Alberta school principals. The findings also suggest that charter school leaders perceived themselves to be better able to increase understanding of mutually desired goals among their followers.

**Intellectual Stimulation.** According to Table 9, there was a significant difference $F(2,39) = 5.772$, $p = .0068$ among the respondents to the survey on the Intellectual Stimulation factor. Further investigation, reported in Table 11, revealed the significant difference to be between charter school leaders and Alberta school principals.

The mean difference between Alberta and charter school principals' rating of intellectual stimulation reported in Table 11 is -.82. This table indicates that charter

school leaders responded higher on the scale than Alberta school principals in their evaluation of their use of Intellectual Stimulation leadership behavior. This finding also suggests that charter school leaders perceived themselves to be more able to inspire followers to question the old way of doing things and breaking with the past than Alberta school principals. The finding also that suggests charter school leaders perceived they have established a climate in which followers are supported to question their own values, beliefs, and expectations.

**Contingent Reward.** According to Table 15, there was a significant difference $F(2,39) = 4.812$, $p = .0139$ among respondent groups to the survey on the Contingent Reward factor. Further investigation reported in Table 17 revealed that the significance occurred between Alberta school principals and both California and charter school principals.

The mean difference between Alberta and charter school principals according to Table 17 was -.486. This reading suggests Alberta school principals responded lower on the scale than charter principals in their evaluation on their use of Contingent Reward leadership behavior. Alberta school principals perceived themselves as engaging in the use of rewards to facilitate achievement of goals or accomplishments of their followers.

The mean difference between Alberta and California school principals according to Table 17 was -.544. Alberta school principals responded lower on the scale than California principals in their evaluation on their use of contingent reward leadership behavior. Alberta school principals perceived themselves as engaging in the use of

rewards to facilitate achievement of goals or accomplishments of their followers less frequently than did charter or California principals.

**Extra Effort.** According to Table 24, there was a significant difference $F(2,37) = 10.528$, $p = .0003$ among respondent groups to the survey on the Extra Effort factor. Further investigation reported in Table 26 revealed that the significance ($\alpha = .05$) occurred between Alberta school principals and charter school leaders.

The mean difference between Alberta and charter school principals reported in Table 26 was -1.181. This finding suggests that Alberta school principals responded lower on the scale than charter principals in their evaluation on their perception of Extra Effort behavior among their followers. Therefore, charter school leaders perceived their followers to exert effort beyond the ordinary as a consequence of their leadership style when compared to the perceptions of Alberta school principals.

## Discussion of the Results

This study examined the within groups and between groups relationship of three main principal groups on leadership factors measured by the MLQ. Significant differences were found to exist both within and between the three principal groups. All three principal groups scored highest on the transformational leadership factors. This score was not surprising when one considers that Burns (1978), Sagor (1992), Leithwood (1992), and Sergiovanni (1990) all emphasized the need for a leader who was collaborative and who could empower others. Each of the principal groups, regardless of their geographical location or their operational mandate, is in a state of transition.

All principals in the study were found to be moving, at different rates and for different reasons, from a transactional leadership style to a transformational leadership style. The differences among the three study groups are most closely related to the stage of their transition. Site-based management and site-based decision making are concepts that are well established in educational institutions in both Canada and the United States. The move to site-based decisions requires educational leaders who have the ability to work with others using strong communication skills, conflict resolution skills, and collaboration in order to attain the continuous improvement sought in today's schools.

Although all three principal groups rated themselves very highly on the transformational factors, charter school principals scored, by far, the highest according to Table 68. The responses according to leadership factor for charter school principals compared to Alberta and California principals respectively were: Charisma, 4.487 for charter principals, 4.022 for Alberta principals, and 3.917 for California principals. Scores on Inspiration were 4.565 for charter principals, 3.952 for Alberta principals, and 4.19 for California principals. Intellectual stimulation scores were 4.338 for charter principals, 3.533 for Alberta principals, and 3.85 for California principals. Finally, Individualized Consideration scores were 4.338 for charter principals, 4.176 for Alberta principals, and 4.267 for California principals. The reason for the high rating of charter school principals could be attributed to a number of factors. If one accepts the reasoning that charter schools are the newest reform movement purported to meeting the changing educational needs of society, then charter school principals should

possess the most up-to-date skills required to meet that need. The requirement of leaders in today's education milieu, as stated earlier, is that they are highly skilled transformational leaders. This fact alone would lead one to expect that charter school leaders would then perceive themselves to be more transformational than their public school counterparts.

The second factor that may account for the difference in scores of charter school principals with their public school peers is the structure of the charter schools in Canada and the United States. In order to be granted charter school status, stakeholder groups must solicit support from the teachers, parents, and school board of the school for which the charter is sought. Once this support is garnered, a charter school council is charged with the responsibility and accountability to operate the school according to its charter. This council, therefore, is usually responsible for the hiring of the principal. The principal's role is to operate the school according to the charter and to be accountable to the charter school council. The transformational leadership skills discussed earlier would be critical tools of success for principals operating within the structure of charter schools.

California public school principals and charter school principals were very closely aligned on their transactional leadership scores reported in Figure 1. Alberta public school principals, however, rated themselves much lower on the transactional leadership factors. An explanation for the separation on transactional factors might be the educational reform movement in the United States caused by the publication of *A Nation at Risk* (National Commission on Excellence in Education, 1983). It is

generally agreed among educators that the United States is ahead of Canada in educational reform efforts. In order to meet the objectives and measures demanded by the educational reform movement, American educational leaders may engage in more transactional behaviors, specifically contingent reward, than do their Alberta peers. As discussed earlier, school incentive programs that offer rewards for achieving mutually established goals aligns with the Contingent Reward factor of transactional leadership.

All principal groups rated themselves low on their nonleadership behaviors. This result was not surprising, given the demands for leadership in schools in both Canada and the United States. The principals in the schools of the 90s have been required to demonstrate their leadership skills daily. The concept of the principal being the instructional leader of a school is changing toward more of a collaborative change agent who empowers others to become instructional leaders. "The principal of a successful school is not the instructional leader, but the coordinator of teachers as instructional leaders" (Glickman, 1993, p. 27).

The final comparison of the three principal groups was on the outcomes factors, Extra Effort, Satisfaction, and Effectiveness. Charter school principals scored themselves higher than both Alberta and California public school principals on the Extra Effort factor. This score might be explained by the need for all educators in a charter school to become more involved in the decision making process within the school. This empowerment could lead to followers becoming more enthusiastic and energetic in their efforts to continually improve their schools.

Alberta public school principals rated themselves lower than charter or California principals in both the Extra Effort and the Satisfaction factors. Geography, cultural differences, governance, or chance are all factors which may have produced the difference in the outcome measures. At the time of the survey, many changes were being made to the structure of education in the province of Alberta. These imposed changes may account for the Alberta principals' perceptions regarding the satisfaction and effort of their followers.

Educational reform demands a more transformational leadership style from school principals. The results of this study indicate that all principal participants also view themselves as leaders employing transformational methods. In *Reshaping the Principalship*, Murphy and Lewis (1994) attributed the success of reform endeavors to the principal's direct efforts to model and reinforce behaviors related to the common school vision and shared values. Effective school reform requires students, parents, teachers, and principals to take leadership roles (Sergiovanni, 1994). Murphy and Lewis (cited in Research Connections, 1996) offer more support for the transformational style of leadership being employed by today's principals:

> Murphy and Louis (1994) found that if teachers perceive principals to be open, facilitative, and supportive, teachers' participation increases. Modeling collaborative relationships and acting like colleagues rather than supervisors when the situation permits cultivate teachers' willingness to share authority and responsibility. (p. 1)

## Conclusion

The study revealed significant differences in the responses of three groups of principals to the factors outlined in the MLQ. The following eight conclusions were drawn from this research project:

1. All principal groups felt they were transformational leaders.

2. Charter school principals were significantly more transformational than either Alberta or California school principals.

3. When transactional leadership is utilized, each principal group preferred the positive transactions associated with Contingent Reward over the negative transactions associated with Management by Exception.

4. Alberta school principals utilized transactional leadership significantly less than either California or charter principals.

5. All principal groups avoided the use of nonleadership as a part of their administrative style.

6. All principal groups felt they elicited positive outcomes from their followers as a result of their leadership style.

7. Both California and charter principals felt they elicited extra effort from their followers significantly more than Alberta principals.

All principal groups responded high on the Likert scale in their assessment of their use of transformational leadership practices. Descriptors provided on each of the four transactional factors provided the tools for developing a profile of a transformational leader. The Charisma measure describes leaders who feel their followers identify

with them and emulate their practices. The followers of all the principal groups trusted their principals and felt they had an attainable mission and vision for their schools. Transformational principals hold high standards and set challenging goals for their followers. The transformational leader also provides symbols and awareness to create a better understanding of mutually desired goals. Transformational leaders also intellectually stimulate their followers to question their old way of doing things or to break with the past. Transformational leaders foster a work environment that supports those who question their own values, beliefs, and expectations, as well as those of the leader and the organization. Creativity, independent thinking, and actively addressing challenges are also behaviors that a transformational leader supports. A transformational leader also acknowledges and works with individual followers toward a mutually desired improvement goal. Followers are encouraged to accept tasks that result in learning opportunities and individual professional growth.

The response of charter school principals to the transformation factors indicated that they are significantly more transformational than their California and Alberta peers. Sagor, Leithwood, Leithwood, and Jantzi, and Poplin (cited in Liontos, 1992) offered a list of strategies one might expect to see in a school led by a transformational principal.

1. They would visit each classroom each day.
2. They would assist in classrooms.
3. They would encourage teachers to visit one another's classroom.

4. They involve the whole staff in deliberating on school goals, beliefs, and visions at the beginning of the school year.

5. They employ staff improvement teams as a way of sharing power.

6. They find the good things that are happening.

7. They give public recognition of the work of staff or students who contribute to school achievement.

8. They write private notes to teachers expressing appreciation for special efforts.

9. They survey the staff often about their wants and needs.

10. They are receptive to teachers' attitudes and philosophies.

11. They use active listening skills and show people they truly care about them.

12. They allow teachers to experiment with new ideas.

13. They share and discuss research with teachers.

14. They propose questions for people to think about.

15. They bring workshops to their schools where it is comfortable for their staff to participate.

16. They get teachers to share their talents with one another.

17. They give workshops and share information with staff on conferences they attend.

18. They hire staff with the exception that they are involved in collaborative decision making.

19. They give teachers who cannot wholly commit to the school's purpose an opportunity to transfer.

20. They have high expectations for their staff and themselves.

21. They secure the time and the funds to facilitate projects and collaborative planning time.

22. They protect their teachers from external interferences.

Of the two transactional leadership factors, all principal groups rated the use of Contingent Reward significantly higher than Management by Exception. This response indicates that the principal groups preferred the positive transaction with their followers, as opposed to the negative transaction associated with Management by Exception. Transactional leadership was exercised periodically in each of the respondent's schools; however, it was not the preferred style. The existence of the transactional factors within a school may have resulted from school incentive programs. Alberta principals rated themselves significantly lower in this category than did California or charter principals. This difference may be a result of the governance of Alberta schools which views principals and teachers as part of the same bargaining unit or in the teachers' union.

Leadership training programs and recent literature identify skills required by modern day principals to successfully operate their schools. *School Based Leadership,* a training program being conducted by the Alberta Teachers Association, list some of these skills as being: conflict management, communication, team building, consensus decision making, collaborative decision making, and problem solving. Tewel (1995)

outlined the leadership skills necessary for successful school in the 21st century. Leadership skills ranging from igniting change to facilitating and supporting change are discussed in depth by Tewel. It is clear that effective leadership requires the collaborative leadership skills outlined in Burns' (1978), the transformational leadership style.

The resulting analysis of each of the four research hypotheses disclosed differences within and among the three prinicipal study groups. Although geographic and governance factors are different for each of the study groups, the researcher feels these factors were not the determinants for the differences reported. Charter school leaders do differ from traditional school principals in their perception of their leadership style and their effect on followers. Based on the results and analysis of this study, the conclusion drawn by the researcher is that charter school principals possess significantly different leadership qualities from those of either Alberta public elementary school principals or California public elementary principals.

It is the researcher's opinion that this leadership study has provided future researchers with accurate baseline data for the study of educational leaders and their leadership styles. The study provided a picture of the similarities and differences among three specific leadership groups: Alberta public elementary school principals, California public elementary school principals, and charter school elementary principals or leaders. The findings reported in this study established the perceptions of each of the three study groups based on Bass and Stogdill's (1990) 10 leadership factors. As further research is undertaken, educational leadership styles other than the three outlined in this study might evolve and be investigated. Although the sample size for

this particular study was small, the researcher feels a foundation for future studies has been built.

## Future Research

The research project provided the researcher with the basis for making recommendations for future research that aligns or enhances this work. These recommendations, along with a brief discussion of the practical applications resulting from this study, concludes this report.

Differences occurred between the responses of Alberta school principals and the California and charter school principals in the United States. Future studies comparing the similarities and differences between American and Canadian school administrators may provide valuable information for educational decision makers in both countries.

With the prolific growth of charter schools in Canada and the United States, further studies may be conducted comparing the leadership styles of American and Canadian charter school leaders. The increased population of charter schools also provides researchers with a larger sample size from which to compare the leadership styles of American public school principals and American charter school principals. Similar studies might be conducted comparing the Canadian charter school principals to Canadian public school principals.

Although this study restricted the study groups to elementary school principals, future studies that compare the styles of elementary school principals with secondary school principals might be conducted.

Studies are needed to determine the correlation of the principals' perceptions of their leadership practices compared to their followers' views of their leadership practices. The MLQ and other leadership inventories that have both Self and Observer forms might be utilized in such studies.

The demographic data leads to the recommendation for a study comparing leadership style to factors such as gender, age, experience, or training.

This research project resulted in the recommendation of some practical applications for the research. It is clear from the respondents to this survey that transformational leadership is the preferred mode in all respondents' schools. This information should help guide leadership training programs for school administrators. The results also provide decision makers with criteria for the recruitment and selection of future school administrators in their jurisdictions. The development of interview questions which expose the preferred leadership style of candidates would also aid jurisdictions in their quest to hire transformational leaders. Finally, using the results of this and other similar projects in the development of site-based inservice for school administrators is recommended.

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# APPENDIX A

# LETTER TO PARTICIPANTS

## LETTER TO PARTICIPANTS

March 31, 1995

9828 - 81 Ave.
Grande Prairie, Alberta, Canada
T8V 3T1

Dear Principal:

For the past twenty-one years I have worked in education in various capacities ranging from administrator to teacher. During that period, I have had the privilege of interacting with and learning from individuals who have expressed strong concerns about the direction of education and its future. Much of my own thinking in the area of educational leadership has been influenced by the many educators I have encountered during my teaching career and, more recently, during my masters and doctoral studies in educational leadership. My reflections of what it means to be a leader has also been influenced by close contact with parents, students, and teachers, like yourself.

I feel that it is important for the future of education in Canada and the United States that we not only celebrate our successes, but that we learn from them and share them with other educators. For that reason, I am asking if you would be willing to share your perceptions of your personal leadership attributes by completing the Leadership Questionnaire included with this package. The purpose of the survey is to identify leadership attributes and compare them with other educational leaders. Your identity and responses will be held in strict confidence and the results of the study will be reported as groups, not individuals.

I deeply appreciate your response to my request and wish you continued success during the school year.

Yours in education,

Roger Mestinsek

# APPENDIX B

# LEADERSHIP QUESTIONNAIRE

# LEADERSHIP QUESTIONNAIRE

## PRINCIPAL SURVEY

Dear Principal:

The survey you are about to complete is being conducted for the purpose of a comparative study of principals of American Charter schools, California elementary schools and Alberta (Canada) elementary schools. Your input into this study is greatly appreciated. Please answer the questions by indicating the response that, in your opinion, most accurately describes your leadership as principal of your school. If you are interested in obtaining the results of this study, please send your name an address under separate cover. I sincerely appreciate your cooperation in taking the ten minutes required to complete this process.

Sincerely,

Roger Mestinsek

Doctoral Student

NOTE:

"They" means those below you in the organization who report directly to you- your immediate subordinates or supervisees- or those at the same level in your organization - your co-workers or colleagues.

If this is true of you most of the time or "frequently, if not always," mark the number 4. "Fairly often" mark number 3. "sometimes" mark number 2, "once in a while," mark number 1, "not at all," mark number 0

**Mark the statement below which applies best**

- ● The people I'm referring to report directly to me.
- ● The people I'm referring to are my co-workers.
- ● I report to the people I am referring to.
- ● The people I'm referring to are clients, customers, or constituents of mine.
- Other _____

**Use this key for the five possible responses to items 1-70**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not at all | Once in awhile | Sometimes | Fairly often | Frequently, not always |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | They feel good when they're around me. | 0 | 1 | 2 | 3 | 4 |
| 2. | I set high standards. | 0 | 1 | 2 | 3 | 4 |
| 3. | My ideas have forced them to rethink some of their own ideas that they had never questioned before. | 0 | 1 | 2 | 3 | 4 |
| 4. | I give personal attention to those who seem neglected. | 0 | 1 | 2 | 3 | 4 |
| 5. | They can negotiate with me about what they receive for their accomplishments whenever they feel it is necessary. | 0 | 1 | 2 | 3 | 4 |
| 6. | I am content to let them do their jobs the same way as they've always don them, unless changes seem necessary. | 0 | 1 | 2 | 3 | 4 |
| 7. | I avoid telling them how to do their jobs. | 0 | 1 | 2 | 3 | 4 |
| 8. | They are proud to be associated with me. | 0 | 1 | 2 | 3 | 4 |
| 9. | I present a vision to spur them on. | 0 | 1 | 2 | 3 | 4 |
| 10. | I enable the to think about old problems in new ways. | 0 | 1 | 2 | 3 | 4 |
| 11. | I get them to look at problems as learning opportunities. | 0 | 1 | 2 | 3 | 4 |
| 12. | I show them that I recognize their accomplishments. | 0 | 1 | 2 | 3 | 4 |
| 13. | I avoid trying to change what they do as long as things are going smoothly. | 0 | 1 | 2 | 3 | 4 |
| 14. | I steer away from showing concern about results. | 0 | 1 | 2 | 3 | 4 |
| 15. | They have complete faith in me. | 0 | 1 | 2 | 3 | 4 |
| 16. | I express our important purposes in simple ways. | 0 | 1 | 2 | 3 | 4 |
| 17. | I provide them with new ways of looking at problems which initially seemed puzzling to them. | 0 | 1 | 2 | 3 | 4 |
| 18. | I let them know how they are doing. | 0 | 1 | 2 | 3 | 4 |
| 19. | I make sure that there is close agreement between what they are expected to do and what they can get from me for their effort. | 0 | 1 | 2 | 3 | 4 |
| 20. | I am satisfied with their performance as long as the established ways work. | 0 | 1 | 2 | 3 | 4 |

Leadership Questionnaire — Roger Mestinsek

**Use this key for the five possible responses to items 1-70**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not at all | Once in awhile | Sometimes | Fairly often | Frequently, not always |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 21. | I avoid making decisions. | 0 | 1 | 2 | 3 | 4 |
| 22. | I have a special gift for seeing what is really worthwhile for them to consider. | 0 | 1 | 2 | 3 | 4 |
| 23. | I develop ways to encourage them. | 0 | 1 | 2 | 3 | 4 |
| 24. | I provide them with reasons to change the way they think about problems. | 0 | 1 | 2 | 3 | 4 |
| 25. | I treat each of them as an individual. | 0 | 1 | 2 | 3 | 4 |
| 26. | I give them what they want in exchange for their showing support for me. | 0 | 1 | 2 | 3 | 4 |
| 27. | I show them that I am a firm believer in "if it ain't broke, don't fix it." | 0 | 1 | 2 | 3 | 4 |
| 28. | I avoid getting involved in their work. | 0 | 1 | 2 | 3 | 4 |
| 29. | I view myself as a symbol of success and accomplishment. | 0 | 1 | 2 | 3 | 4 |
| 30 | I use symbols and images to focus their efforts. | 0 | 1 | 2 | 3 | 4 |
| 31. | I emphasize the use of intelligence to overcome obstacles. | 0 | 1 | 2 | 3 | 4 |
| 32. | I find out what they want and help them to get it. | 0 | 1 | 2 | 3 | 4 |
| 33. | When they do good work, I commend them. | 0 | 1 | 2 | 3 | 4 |
| 34. | I avoid intervening except when there is a failure to meet objectives. | 0 | 1 | 2 | 3 | 4 |
| 35. | If they don't contact me, I don't contact them. | 0 | 1 | 2 | 3 | 4 |
| 36. | I have their respect. | 0 | 1 | 2 | 3 | 4 |
| 37. | I give encouraging talks to them. | 0 | 1 | 2 | 3 | 4 |
| 38. | I require them to back up their opinions with good reasoning. | 0 | 1 | 2 | 3 | 4 |
| 39. | I express my appreciation when they do a good job. | 0 | 1 | 2 | 3 | 4 |
| 40. | I see that they get what they want in exchange for their cooperation. | 0 | 1 | 2 | 3 | 4 |
| 41. | I focus attention of irregularities, mistakes, exceptions, and deviations from what is expected of them. | 0 | 1 | 2 | 3 | 4 |
| 42. | My presence has little effect on their performance. | 0 | 1 | 2 | 3 | 4 |
| 43. | I show enthusiasm for what they need to do. | 0 | 1 | 2 | 3 | 4 |
| 44. | I communicate expectations of high performance to them. | 0 | 1 | 2 | 3 | 4 |
| 45. | I get them to identify key aspects of complex problems. | 0 | 1 | 2 | 3 | 4 |

Leadership Questionnaire — Roger Mestinsek

**Use this key for the five possible responses to items 1-70**

| 0 Not at all | 1 Once in awhile | 2 Sometimes | 3 Fairly often | 4 Frequently, not always |
|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 46. | I coach individuals who need it. | 0 | 1 | 2 | 3 | 4 |
| 47. | I let them know they can get what they want if they work as agreed with me. | 0 | 1 | 2 | 3 | 4 |
| 48. | I do not try to make improvements, as long as things are going smoothly. | 0 | 1 | 2 | 3 | 4 |
| 49. | I am likely to be absent when needed. | 0 | 1 | 2 | 3 | 4 |
| 50. | I have a sense of mission which I communicate to them. | 0 | 1 | 2 | 3 | 4 |
| 51. | I get them to do more than they expected they could. | 0 | 1 | 2 | 3 | 4 |
| 52. | I place strong emphasis on careful problem solving before taking action. | 0 | 1 | 2 | 3 | 4 |
| 53. | I provide advice to them when they need it. | 0 | 1 | 2 | 3 | 4 |
| 54. | They have a clear understanding with me about what we will do for each other. | 0 | 1 | 2 | 3 | 4 |
| 55. | A mistake has to occur before I take action. | 0 | 1 | 2 | 3 | 4 |
| 56. | I am hard to find when a problem arises. | 0 | 1 | 2 | 3 | 4 |
| 57. | I increase their optimism for the future. | 0 | 1 | 2 | 3 | 4 |
| 58. | I motivate the to do more than they thought they could do. | 0 | 1 | 2 | 3 | 4 |
| 59. | I make sure they think through what is involved before taking action. | 0 | 1 | 2 | 3 | 4 |
| 60. | I am ready to instruct or coach them whenever they need it. | 0 | 1 | 2 | 3 | 4 |
| 61. | I point out what they will receive if they do what needs to be done. | 0 | 1 | 2 | 3 | 4 |
| 62. | I concentrate my attention on failures to meet expectations or standards. | 0 | 1 | 2 | 3 | 4 |
| 63. | I make them feel that whatever they do is okay with me. | 0 | 1 | 2 | 3 | 4 |
| 64. | They trust my ability to overcome any obstacle. | 0 | 1 | 2 | 3 | 4 |
| 65. | I heighten their motivation to succeed. | 0 | 1 | 2 | 3 | 4 |
| 66. | I get them to use reasoning and evidence to solve problems. | 0 | 1 | 2 | 3 | 4 |
| 67. | I give newcomers a lot of help. | 0 | 1 | 2 | 3 | 4 |
| 68. | I praise them when they do a good job. | 0 | 1 | 2 | 3 | 4 |
| 69. | I arrange to know when things go wrong. | 0 | 1 | 2 | 3 | 4 |
| 70. | I don't tell them where I stand on issues. | 0 | 1 | 2 | 3 | 4 |

Leadership Questionnaire — Roger Mestinsek

**Use this key for the five possible responses to items 71 - 74**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not effective | Only slightly effective | Effective | Very effective | Extremely effective |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 71. | The overall effectiveness of the group made up of yourself, your supervisees and/or our co-workers can be classified as _____. | 0 | 1 | 2 | 3 | 4 |
| 72. | How effective are you in representing your group to higher authority? | 0 | 1 | 2 | 3 | 4 |
| 73. | How effective are you in meeting the job-related needs of supervisees and/or co-workers? | 0 | 1 | 2 | 3 | 4 |
| 74. | How effective are you in meeting the requirements of the organization? | 0 | 1 | 2 | 3 | 4 |

75. How satisfied do you think your supervisors and/or co-workers are with you as a leader?

0 Very dissatisfied
1 Somewhat satisfied
2 Neither satisfied nor dissatisfied
3 Fairly satisfied
4 Very satisfied

76. In all, how satisfied are you with the methods of leadership you use to get your group's job done?

0 Very dissatisfied
1 Somewhat satisfied
2 Neither satisfied nor dissatisfied
3 Fairly satisfied
4 Very satisfied

77. My position is _____.

0 First level (lowest level of supervision or equivalent)
1 Second - level (supervises first level)
2 Third level
3 Fourth level
4. Fifth level or higher
5. Not applicable.

78. Of the alternatives below, which is the highest level existing in your organization?

0 First level (lowest level of supervision or equivalent)
1 Second - level (supervises first level)
2 Third level
3 Fourth level
4. Fifth level or higher
5. Not applicable.

79. My primary educational background is (mark as many as apply) _____.

0 Science-engineering-technical
1 Social sciences or humanities
2 Business
3 Professional (law, health field, social service)
4 Other educational background

80. To what extent does this questionnaire accurately represent your leadership performance?

0 Not at all
1 To some degree
2 Fairly well
3 Extremely well
4. Exactly
5. Not applicable.

Leadership Questionnaire — Roger Mestinsek

## Optional

**Please fill out the following information**

**Type of School:**
a. Alberta elementary school
b. Charter school
c. California elementary school

**Your sex:**
a. Male
b. Female

**Your Age:**

- 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

**Your Post Secondary Education level:**
a. Bachelor's Degree
b. Master's Degree
c. Doctorate Degree
d. Other _____

**Number of weeks you spent in leadership training in the past five years:**

0 1 2 4 5 6 7 8 9 more than 9

**Number of years experience in education:**

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

**Number of years experience as an educational administrator:**

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

**Number of people who report directly to you.**

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7

Leadership Questionnaire — Roger Mestinsek